DOCUMENT RESUME

ED 362 017 FL 021 453

AUTHOR	Fagan, Barbara
TITLE	Arlington: My New Home.
INSTITUTION	Arlington County Public Schools, Va.
PUB DATE	91
NOTE	174p.
PUB TYPE	Guides - Classroom Use - Teaching Guides (For Teacher) (052)
EDRS PRICE	MF01/PC07 Plus Postage.
DESCRIPTORS	*Acculturation; Classroom Environment; Classroom Techniques; Community; *Community Characteristics; Community Cooperation; Community Resources; Community Services; Cultural Pluralism; Employment; *English (Second Language); Family (Sociological Unit); Geography; Housing; *Immigrants; *Limited English Speaking; *Local Government; Map Skills; Recreational Facilities; Secondary Education; Secondary School Students; Social Studies; Transportation
IDENTIFIERS	*Virginia (Arlington)

ABSTRACT

The guide integrates social studies content with English language instruction for limited-English-speaking secondary school students. It is intended for new arrivals to Arlington County (Virginia), and provides survival vocabulary and information about the community, while building on students' prior knowledge. An introductory section provides suggestions for classroom instruction with these materials and related materials designed for the same population. Each lesson begins with a concept known to students and outlines language structures to be taught, related readings, targeted study skills, vocabulary, instructional notes, classroom activities, and visual aids or reproducible worksheets to be used to build on that concept. The 17 concepts on which the materials focus include and extend these: We are members of a community (classroom, school, family, and neighborhood); we learn about the physical and social characteristics of a new community by comparing it with the one from which we came; and the local community provides many different services for its members (housing, transportation, recreation, health, government, and others). Emphasis is on reading, writing, speaking, and map skills. (MSE)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 362 017

PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Emma
Violand-Sanchez
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.
Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Arlington My New Home

by Barbara M. Fagan

FL021453

BEST COPY AVAILABLE

ARLINGTON: MY NEW HOME

Dr. Arthur W. Gosling — Superintendent of Schools

Dr. Emma Violand-Sánchez — ESOL/HILT Supervisor

School Board Members

Dorothy H. Clarke, Chairman
Frank K. Wilson, Vice-Chairman
Steven D. Ivins, Member
Darlene Mickey, Member
Conchita S. Mitchell, Member

ESOL/HILT
Arlington Public Schools
1991

ARLINGTON: MY NEW HOME

This Guide was prepared by

Barbara Fagan

Secondary HILT/HILTEX Specialist

The ESOL/HILT Department would like to express its appreciation to Diany Hasuly, Social Studies Supervisor and Joshua Taylor, Social Studies Specialist for their support in this project.

ESOL/HILT
Arlington Public Schools
1991

TABLE OF CONTENTS

Page

INTRODUCTION 1

CONCEPT #1
The Classroom Is A Community 7

CONCEPT #2
Rules Help Communities (The Classroom)
To Function Better 11

CONCEPT #3
Community Members Come From Many Different Countries 13

CONCEPT #4
All Countries Have Natural And Water Features 28

CONCEPT #5
The Family Is Another Kind Of Community 33

CONCEPT #6
The People In A School Make Up A School Community 39

CONCEPT #7
Communities Share Many Similarities and Differences:
Land And Water Features 41

CONCEPT #8
People In A Community Live In Different Types of Houses 57

CONCEPT #9
Communities Share Other Similarities And Differences
(Climate, Food, Clothing) 63

CONCEPT #10
Maps Help People Get Around A Community 75

CONCEPT #11
Transportation Helps People In A Community To Get Around 82

CONCEPT #12
A Community Provides Jobs For Its Members 94

CONCEPT #13
A Community Provides Services For Its Members 108

CONCEPT #14
A Community Provides Recreational Resources
For Its Members 120

CONCEPT #15
Arlington's Community Members Come From
Many Different Places 132

CONCEPT #16
A Community Has Rules And A Government
For The People Who Live There 134

CONCEPT #17
Everybody Needs To Help Take Care Of Our Community 147

Introduction

ARLINGTON: MY NEW HOME

UNIT CONCEPTS: We are members of a community: classroom, school, family and neighborhood.

We learn about a new community by comparing it to the one from which we came.

The local community (Arlington) provides many different services for it members (housing, transportation, recreational, health, government, etc.)

UNIT OBJECTIVES: Beginning level HILT students will:

-learn important English survival vocabulary
-learn geography and social studies concepts
-learn beginning language structures
-acquire an understanding of their community - Arlington
-read, write and discuss what they have learned about communities
-read and interpret information from maps, charts
-construct maps, charts

MATERIALS:

BEGINNING SOCIAL STUDIES FOR SECONDARY STUDENTS - Reader and Workbooks I and II are integrated within all unit topics.

I LIVE IN ARLINGTON - A reader and workbook contain activity sheets, maps, puzzles, charts that accompany many of the topics in this curriculum.

SIDE BY SIDE, BOOK I: Some chapters from this text are mentioned in this curriculum unit; however, the teacher may want to target additional chapters when appropriate.

METRO INFORMATION KIT - Kit includes teacher's materials to help students learn more about using the transit system.

HERE TO STAY IN THE USA(Alemany Press): This book provides additional survival activities regarding the topics covered in the guide which are appropriate for high school students.

ACT VIDEO -COMMUNICATING SURVIVAL SERIES: Contact TMC or ESOL/HILT for borrowing videos. Specify English version.

#328 - Personal Checking
#335 - Help Wanted
#342 - The Supermarket
#230 - Emergency - Call 911
- Obtaining Health Care
- Transportation: The Metro

UNIT CONCEPTS

We are members of a community:

1. The classroom is a community.
2. Rules help communities (the classroom) to function better.
3. Community members come from many different countries.
4. All countries have natural land and water features.
5. The family is another kind of community.
6. The people in a school make up a school community.
7. Communities share many similarities and differences (land and water features).
8. People in a community live in different types of houses.
9. Communities share other similarities and differences (climate, food, clothing).
10. Maps help people get around a community.
11. Transportation helps people in a community get around.
12. A community provides jobs for its members.
13. A community provides services - fire, health, police, schools, housing, libraries for its members.
14. A community provides recreational services for its members.
15. Arlington's community members come from many different places.
16. A community has rules and a government for the people who live there.
17. We have to take care of our community.

What is the purpose of this curriculum guide?

This guide, **ARLINGTON: MY NEW HOME,** integrates content with language skills for a beginning HILT Social Studies class. New arrivals to Arlington need to have more information about their new community so they and their families can adapt more easily to life here. This guide attempts to give beginning level students survival vocabulary (biodata, food, clothing, etc.) within the context of learning more about Arlington. However, students can only learn new information when it is based upon prior experiences. Thus, each concept in this guide refers to students' prior background and then builds upon that information.

But, these students can't speak any English? How can I teach the the content in this guide?

That's right. Your beginners know very little English, but they can learn content by using maps, pictures, illustrations, etc. Students learn English when they can relate it to a concept that they have already experienced. This unit is developed based upon students' prior experiences of living in a city, town or village. **Each lesson should start with a concept the students already know. For example, they know about their towns or villages. They can draw pictures of what land and water features surrounded their towns. The teacher can use these pictures to introduce terms like mountains, rivers, hills, etc.** These terms are then related to landforms here in Arlington and to other places in the world.

Where do I find readings to accompany each concept?

There are two texts that parallel the concepts in this unit. <u>BEGINNING SOCIAL STUDIES FOR SECONDARY STUDENTS, READER AND WORKBOOKS 1 AND 11</u> are designated for each concept. These materials have been used previously for beginning HILT students but there was very little transfer to students' everyday lives after completing the readings. Thus this guide was written to bridge that gap. <u>I LIVE IN ARLINGTON, READER AND WORKBOOK</u> should be used also whenever designated since they provide reading selections about Arlington. These books were written by the APS Social Studies Department and we have permission to use them.
These texts have been linked together through major concepts. The goal is to relate new concepts/topics to students' prior experience;have students learn new information about the topic; and then relate the new information to students' present lives in Arlington.

How do I teach language structures using this guide?

The best way to teach language is within a context. Each concept has certain language structures which should be introduced or reviewed. In addition, BY SIDE, BOOK 1, can be used to reinforce or teach these structures and survival vocabulary.
Students incorporate the new vocabulary within the language structure; for example, "There is a river in _____. The Potomac
River is in Arlington." "There are hills near my school."If you are not the language/reading teacher for this group, you might want to review the structures in SIDE BY SIDE, BOOK 1 so you can incoporate the vocabulary and language structures that the students are studying that class.

How should I first teach reading?

For those beginning students who find the texts too difficult, you should do **language experience stories** based upon the vocabulary and language structures used that day. Students should copy these stories in their notebooks. The teacher should ask compehension questions about the story, and students should learn the vocabulary in these stories. The teacher might also type the stories and then have students read them the next day. Students can also use the typed stories to circle important words, underline answers to questions, etc. Always refer back to the language experience stories written in the classroom since students will start to recognize frequently used words, terms, etc. Also these stories are a good way to teach punctuation and capitalization skills.

How do I get my beginning students to write?

There are many different ways to have students write about topics in this unit. At the beginning, the students may only be able to copy words, phrases , sentences from the board. Whenever possible, have students illusrate topics and then write the English word underneath. Writing and reading cannot be separated so the language experience stories are excellent writing models. **Have students keep their work in a notebook with each new concept labeled with a heading, such as geography, transportation, etc.** This is an excellent way to integrate study skills within this unit.

Some teachers may want students to keep a learning log in the classroom so students can illustrate and write about what they have learned each day.

Are there other resources that accompany this unit?

There are additional resources listed throughout the guide that can be ordered for specific topics. **Walking field trips in the community are encouraged and are excellent ways for students to learn important vocabulary about Arlington.** A field trip on the **METRO** would be most helpful so students can learn more about this form of transportation.

REMEMBER, ALWAYS LET STUDENTS KNOW WHICH TOPIC YOU ARE DISCUSSING ABOUT ARLINGTON AND HOW IT RELATES TO THE OTHER TOPICS THEY HAVE ALREADY STUDIED. STUDENTS HAVE TO SEE HOW EACH CONCEPT IS LINKED TOGETHER TO GIVE THEM IMPORTANT INFORMATION ABOUT THEIR COMMUNITY - ARLINGTON.

CONCEPT #1: THE CLASSROOM IS A COMMUNITY

LANGUAGE STRUCTURES

My name is _____.
What's your name?
His/her name is _____.
I'm from_____.
He/she is from_____.
Where are you from?
What is this?
It's a/an_____.
What are these?
They're _____.
What day is today?
What is today's date?
When is your birthday?

SIDE BY SIDE,BOOK 1, Chapter 1.

STUDY SKILLS

interview students
follow one-step directions: Show me a book.
Touch the board.
alphabetizing
classifying
read and interpret information from a graph
draw classroom map
keep list of new vocabulary in notebook

VOCABULARY

students' names
countries of origin
biodata
classroom objects: desk, pencil, pen, paper, board, eraser, door, window, closet, floor, wall, ceiling, books, clock, chair, etc.
days of week
months of year

CONCEPT #1: THE CLASSROOM IS A COMMUNITY

BUILDING BACKGROUND :

Teacher introduces students to concept of a classroom as a community by having students get to know each other. It is important that students, from the very first day of school, are aware that they and their classmates must work together and help each other so that the classroom, like a community, can function successfully.

1) Have students introduce themselves orally and visually. Teacher can model by introducing herself/himself and then showing pictures that represent important events in his/her life. Students can do the same(pictures describe country they come from, members of family, things they like to do,etc.) Students can pair with partner and share information, then share with class. For beginning students, the teacher will have to intervene and direct the sharing activities introducing students to new vocabulary terms, such as, family, country, live, sports, etc. This activity fosters sense of belonging to a class community.

Language Activity: My name is_____. I am from_____. I like to play soccer.

2) Teacher can elaborate on this introductory topic by having students group themselves in different parts of the classroom according to sports interests, birthdays, favorite TV programs, etc. Students in each group ask biodata information about each other. All of these activities help students get to know more about each other and achieve a sense of belonging to a group in addition to developing oral language.

3) Teacher and students can construct a class roster now that students have been introduced. As each student contributes his/her name, the students can expand on biodata information. Another way to develop the roster is to have students recall names of other students and any important information they can remember about the students. For example, Juan is in seventh grade. He's from Bolivia. This class roster can be used for taking daily attendance, teaching alphabetizing, grouping class into boys/girls, etc. This activity can be expanded to include bar graphs of countries, students' ages, etc.

CONCEPT #1 (CONTINUED): THE CLASSROOM IS A COMMUNITY

4) Construct Language Experience Chart based upon students in the class, their interests, etc.

5) Introduce/review classroom objects (board, chalk, eraser, window, door, wall, clock, chair, desk, pencil, pen, notebook,etc.)

6) Have students follow directions using these objects; for example, Juan, go stand in front of the blackboard. Maria, touch the wall. etc. This is a good time to teach prepositions of location. Have students copy and illustrate new vocabulary in notebooks.

7) Write a language experience story that incorporates these new words. For example: There are many things in our classroom. There are 17 student desks. There is one teacher's desk. There is a clock on the back wall. (etc.) Have students copy story. Ask questions about story.

8) Have students draw map of classroom to reinforce classroom vocabulary and directions. Teacher can provide pictures of classroom objects which students can cut and paste onto a map or students can draw their own objects.

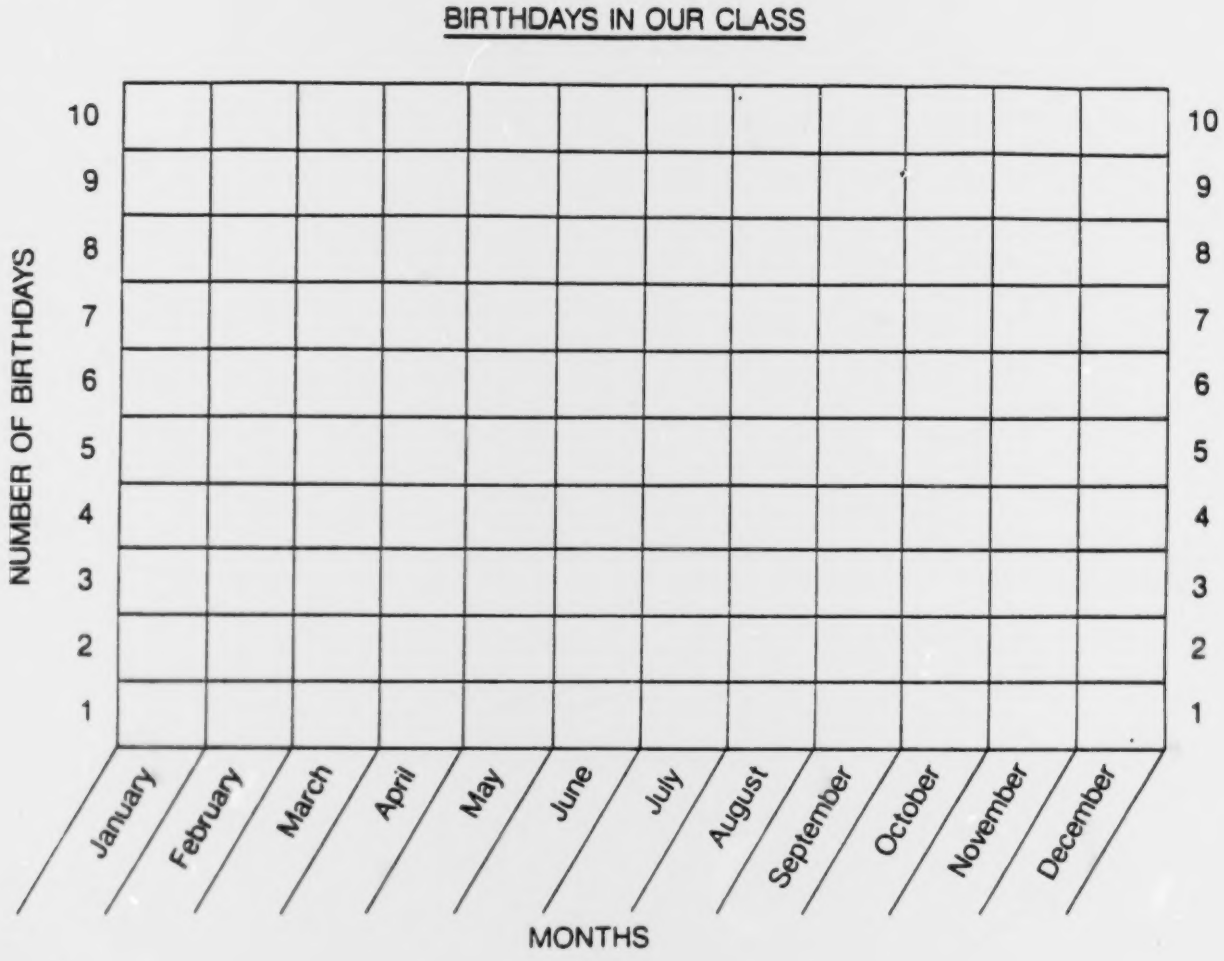
9) Have students learn more about each other by finding out birthdays. Teach days and months of the year.

10) **Bar Graphing:** Students learn to interpret information from a graph by finding out classmates' birthdays.
ACTIVITY SHEET: GROUPS AT SCHOOL/BIRTHDAYS IN OUR CLASS (See next page.)

Teacher asks questions from graph:
In what month are the most birthdays?
In what month are the fewest birthdays?
Are there more birthdays in June or August?
This activity can be expanded upon by having students create bar graphs about family members' birthdays, or they can visit another classroom to find out those students' birthdays and chart a graph.

Groups at School

Part I



Part II

1. The largest group has _____ birthdays.
2. The smallest group has _____ birthdays.
3. My birthday is in _____.

If you have time: Draw a picture on the back of this paper of you on your birthday.

© 1989 NYSTROM DIVISION OF HERFF JONES, INC.

CONCEPT #2: RULES HELP CLASSROOM COMMUNITIES TO FUNCTION BETTER

LANGUAGE STRUCTURES

Review all structures from prior concept.

Teach "permission structures": **May I borrow your _____?**
Can you help me with _____?

SIDE BY SIDE, BOOK 1, Chapter 1.

STUDY SKILLS

Notebook organization

Keep list of new vocabulary in notebook

List of classroom rules/consequences

VOCABULARY

CLASSROOM OBJECTS: desk, pencil, pen, paper, board, eraser, door, window, closet, floor, wall, ceiling, book, clock, chair, etc.

CLASSROOM RULES: Post rules after discussing them with students.

DAYS AND MONTHS OF YEAR

CONCEPT #2: RULES HELP CLASSROOM COMMUNITIES TO FUNCTION BETTER

1) Teacher discusses and models with students how the members of the class can work and help each other. Show students a **STOP SIGN** or some other sign that is located in the school. What is this? Why do we need this sign? Then talk about signs or rules that should be posted in the classroom. Generate a list of suggestions:
-come to school every day
-speak nicely to each other
-don't push or shove
-say hello or good morning to each other
-help students who don't understand
If students are not able to give suggestions, then show them a list of rules that a previous class made up and talk about those rules. They may be able to add more of their own.

2) Teacher and students discuss appropriate class rules which help the classroom to function better. Relate classroom rules to rules at home, sports rules, etc. Teacher asks students about rules they have at home: Be home after school; call home when they are late; etc. Why do parents have rules in families? This discussion should then lead to classroom rules. Display rules in the classroom and refer to them often.

3) Discuss with students the consequences for not following rules. Ask them what happens at home when they come in late, etc. Explain that certain things happen in the classroom as well; for example:

RULE	**CONSEQUENCES**
BRING HOMEWORK TO CLASS	**STAY AFTER SCHOOL**
COME TO SCHOOL EVERYDAY	**SCHOOL CALLS PARENTS**

The consequences for breaking the classroom rules should be clear to all students. These consequences should also be displayed in the classroom for students.

4) Help students to set up notebooks for the class. Make sure that they bring their notebooks each day. This also can be added to classroom rules.

5) Discuss with students what they should do when they are absent from school - call school, bring in note. Explain excused and unexcused absences.

6) Class writes Language Experience Story about the rules in the classroom. Students copy this story in notebooks. Have students read sentences from the story. Also see if they can recognize key words in isolation, such as, school,class, come, etc.

CONCEPT #3: COMMUNITY (CLASSROOM MEMBERS) COME FROM MANY DIFFERENT COUNTRIES

LANGUAGE STRUCTURES

Where are you from?
I'm from _____.
I'm Spanish.

Prepositions of Location: **SIDE BY SIDE,BOOK 1,**Chapter 2.

Present Continuous Tense: (I am walking east. etc.)
SIDE BY SIDE,BOOK 1,Chapter 3.

STUDY SKILLS

Identify continents/countries/oceans on a map.

Locate a place on a map/globe using directional words.

Follow multi-step directions.

VOCABULARY

Names of continents, countries, oceans .

Nationalities

Direction words

CONCEPT #3: COMMUNITY (CLASSROOM) MEMBERS COME FROM MANY DIFFERENT COUNTRIES

1) Learn more about students' native countries. Have students find their countries on a world map. On a world map, use color-headed pins to attach yarn from student's county to name card on side of map. Complete chart/graph about the countries students are from.

   Construct a language experience story that incorporates information about students' native countries. For example: We are from many different countries. Thu and Vin are from Vietnam. Juan is from Bolivia. (etc.)

   See **I LIVE IN ARLINGTON WORKBOOK**, pages 16, 17, 18.

2) Have students find their countries on a world map. Talk about continent the country is on. Learn the continents. Students learn structure: **My name is Maria. I am Bolivian. Bolivia is in South America. I am Spanish.**

   See **SIDE BY SIDE, BOOK I,** Chapter 2 for additional language structures on prepositions of location, and the verb "to be".

   Reinforce that although students come from many different places, they now are here in Arlington and they are all members of an Arlington classroom community.

3) Teach left and right. Then introduce students to directions N,S,E,W by using a compass to find "North". Discuss opposites N-S, E-W. Students should find north on the compass, then face north and identify the other directions.

4) Identify "north " in the classroom and label the other directions. Point to objects in the classroom and have students demonstrate and name the direction they are moving as they walk toward an object in the classroom and away from it.

5) Have students identify the directions labeled on a map. Practice asking questions, such as, "Is Mexico north or south of the United States? Is Brazil east or west of Bolivia?"

CONCEPT #3 (C0NTINUED): COMMUNITY (CLASSROOM) MEMBERS COME FROM MANY DIFFERENT COUNTRIES.

6) Students complete **ACTIVITY SHEET: USING DIRECTIONS**. They have to complete the diagram in #1. Have students look at diagram #2. Tell them they are going to connect the dots by following the cardinal directions. Have them put their pencils on the star. Ask them to draw a line to one dot north. Then draw a line two dots east. Draw a line two dots north and finally one dot east. Have them compare papers. Continue the same with the other diagrams making up directions that always start at the star.

There are two additional activity sheets on directions for students to complete if necessary.

7) Reading: **BEGINNING SOCIAL STUDIES FOR SECONDARY STUDENTS, READER AND WORKBOOK ACTIVITIES, "THE EARTH," "LAOS," "CANADA AND MEXICO."** Students should now have enough background information to complete these map and globe readings and follow-up activities.

8) Have students complete maps about continents, oceans. See **I LIVE IN ARLINGTON WORKBOOK**, pages 1-6,8.

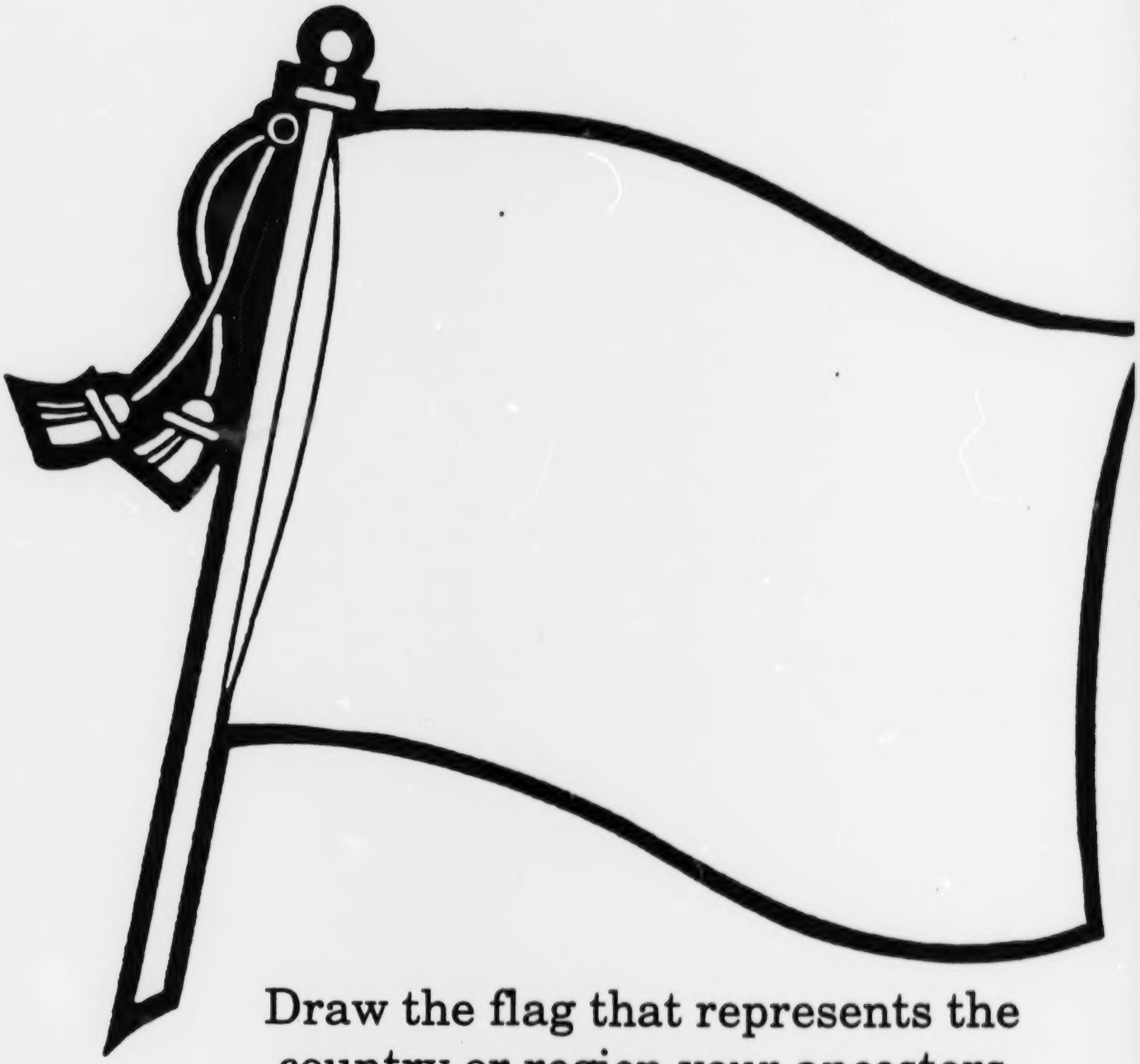
9) See **SIDE BY SIDE, BOOK I,** Chapter 3 introducing present continuous tense.

10) See **HERE TO STAY IN THE USA**, pages 1-24 for additional activities on the material covered so far.

11) If teachers wish to do additional work regarding key concepts about countries, contact ESOL/HILT office for Elementary ESOL/HILT **STUDY A COUNTRY UNIT.**

13			
12			
11			
10			
9			
8			
7			
6			
5			
4			
3			
2			
1			
	ARLINGTON	UNITED STATES	OTHER COUNTRIES

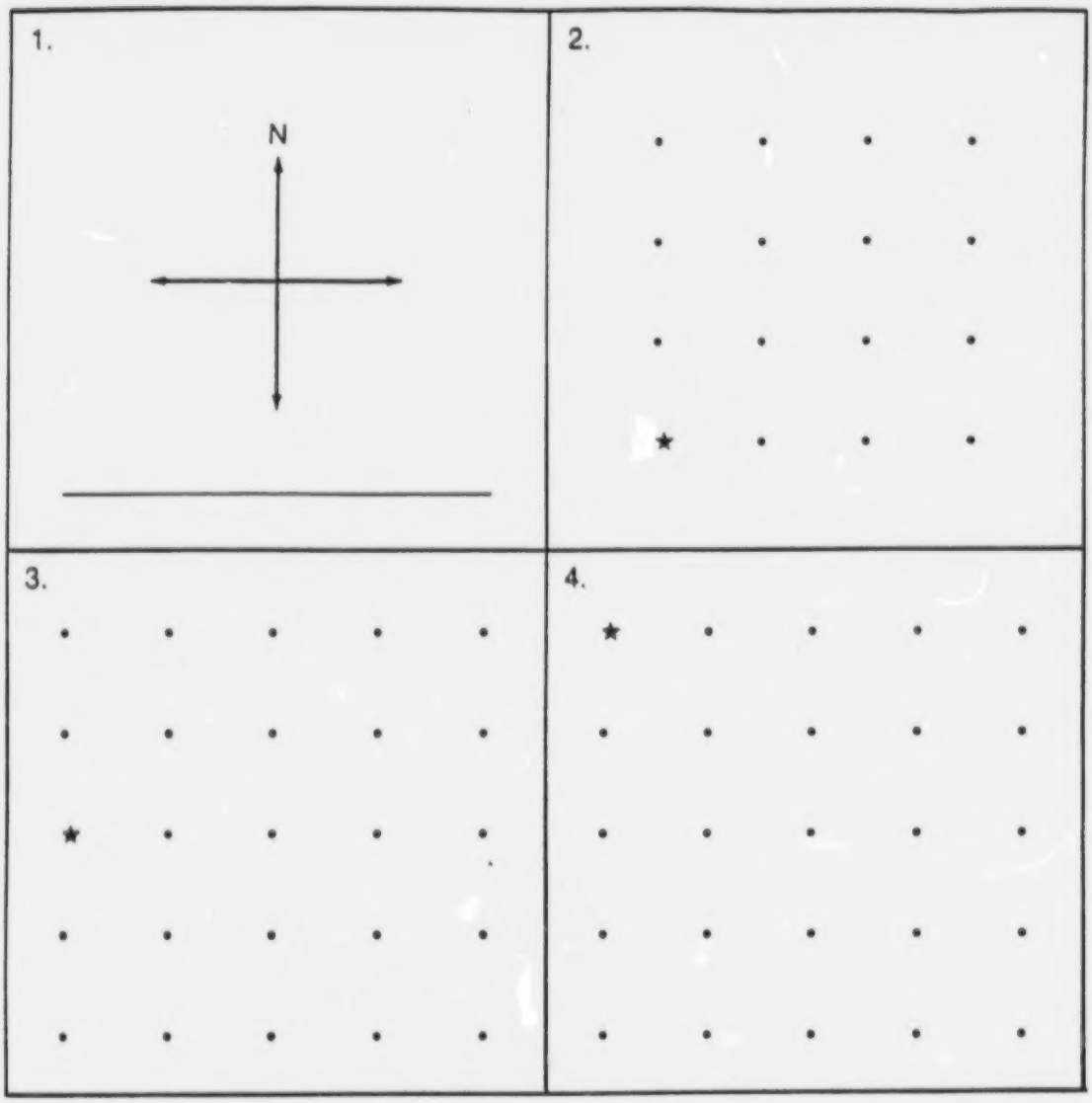
WHERE WE WERE BORN



Draw the flag that represents the country or region your ancestors came from.

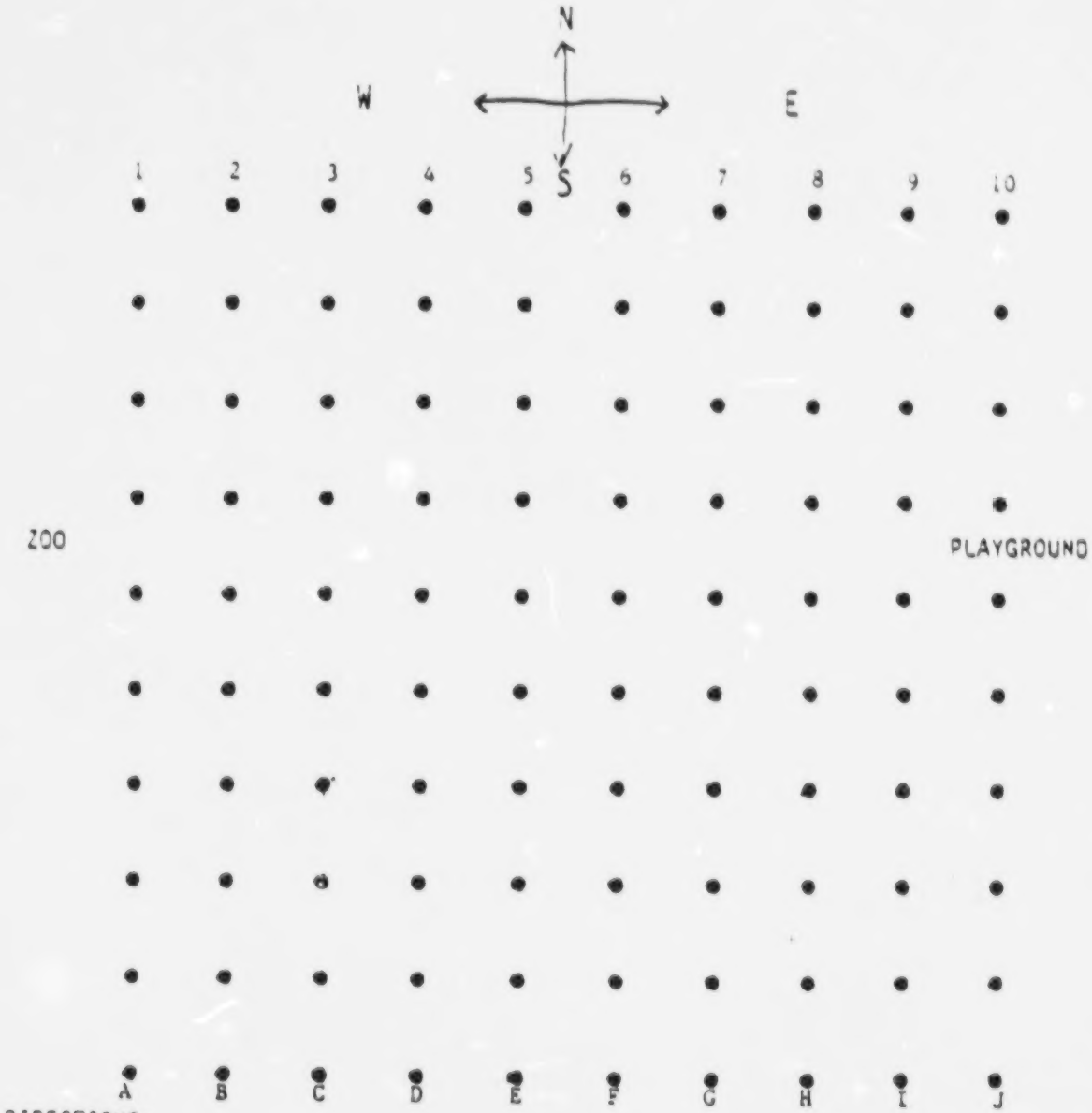
All of our ancestors brought something to the United States from their native land. Draw a picture of food, a game, a piece of clothing or an art object inside the box that represents the country of your ancestors.

Using Directions



If you have time: Make a dot puzzle and a set of directions for a friend to do.

© 1989 NYSTROM DIVISION OF HARPER JONES, INC.



DIRECTIONS:

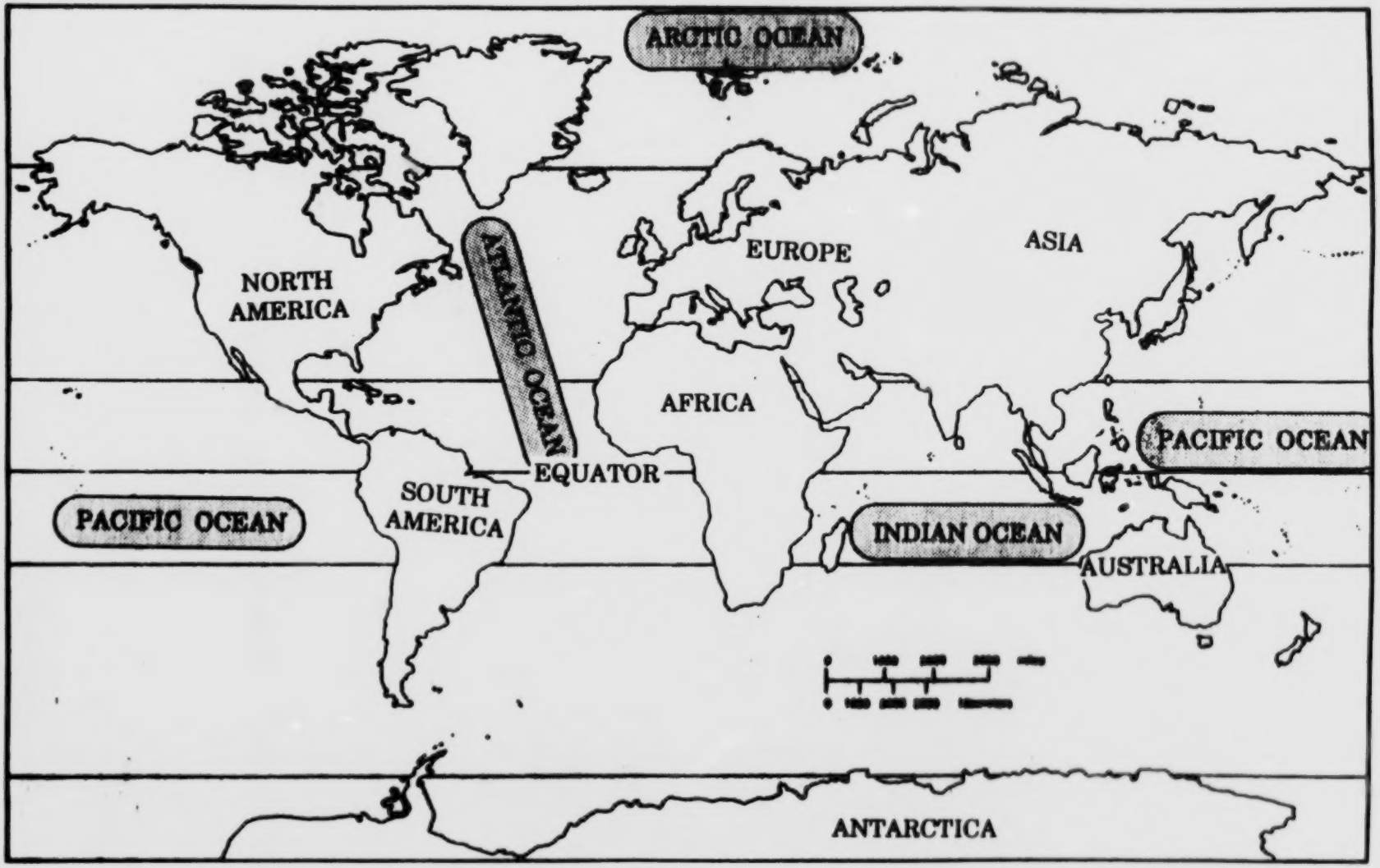
1. Start at letter "J" and go NORTH 10 dots. Next, go WEST 9 dots. Go SOUTH 4 dots. QUESTION What place are you near? Zoo

2. Start at number 5. Go SOUTH 5 dots. Go EAST 5 dots. QUESTION Where are you? Playground

3. Start at the letter "D" and go NORTH 6 dots. Then, go WEST 3 dots. QUESTION: Where are you? Zoo

NOTE: Teacher may add other place names and directions

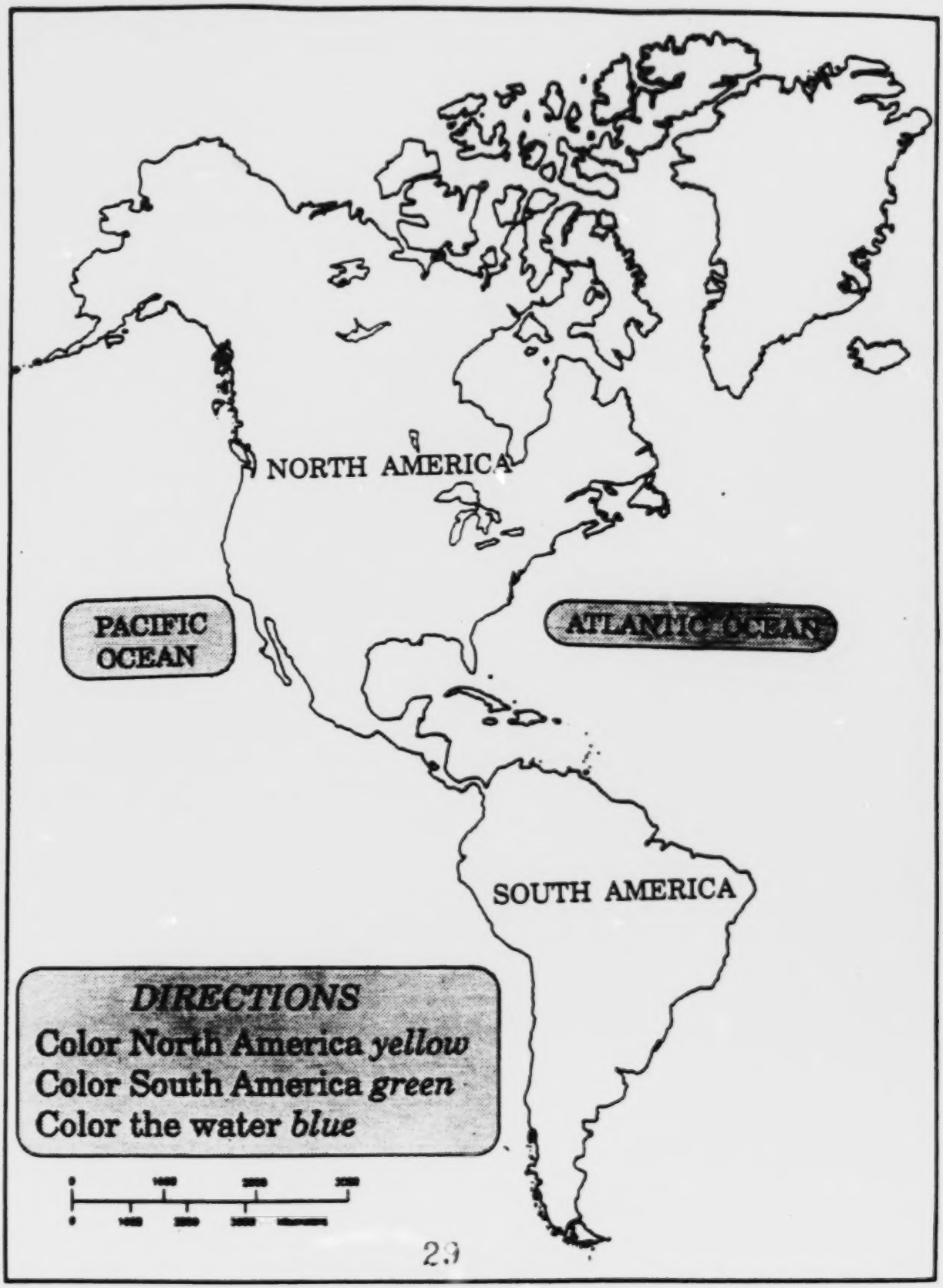
Permission granted by Charles E. Merrill Publishing Co., Copyright 1986, by Bell and Howell



THE WORLD

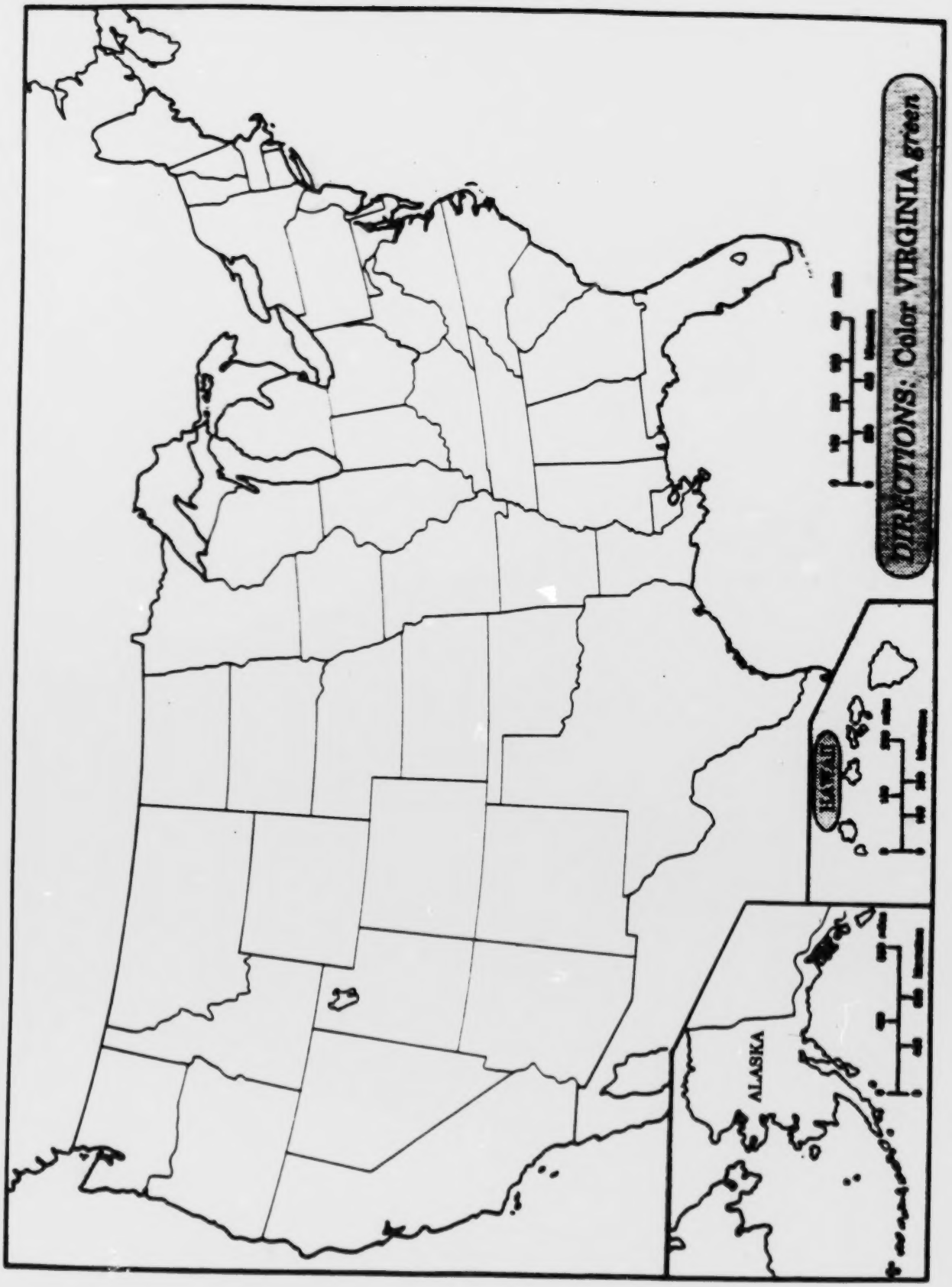
DIRECTIONS: **Color landmasses green**
Color water blue

WESTERN HEMISPHERE



Permission granted by Charles E. Merrill Publishing Co., Copyright 1986, by Bell and Howell

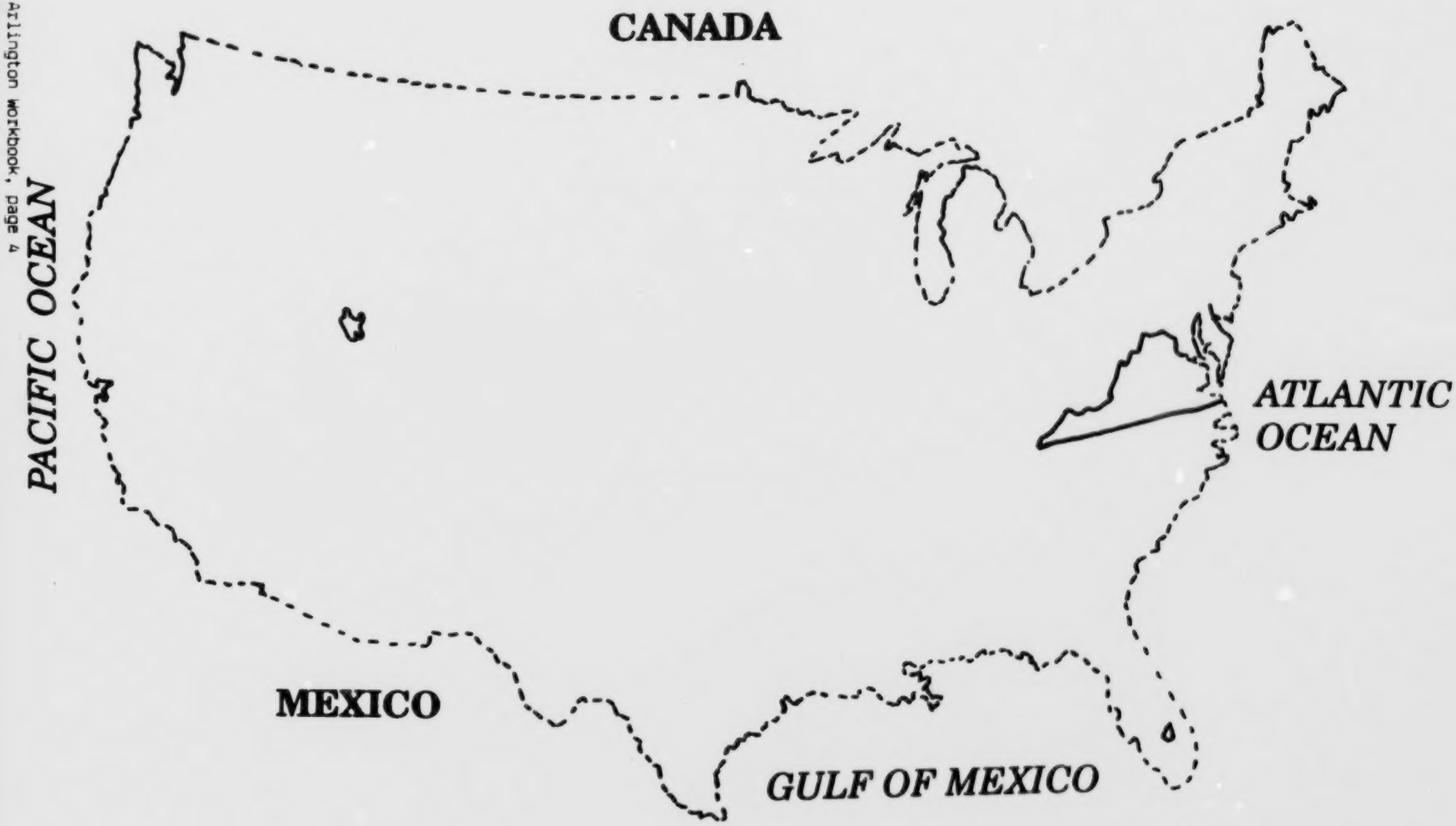
UNITED STATES (Including Alaska and Hawaii)



31

30

Permission granted by Charles E. Merrill Publishing Co., Copyright 1986, by Bell and Howell

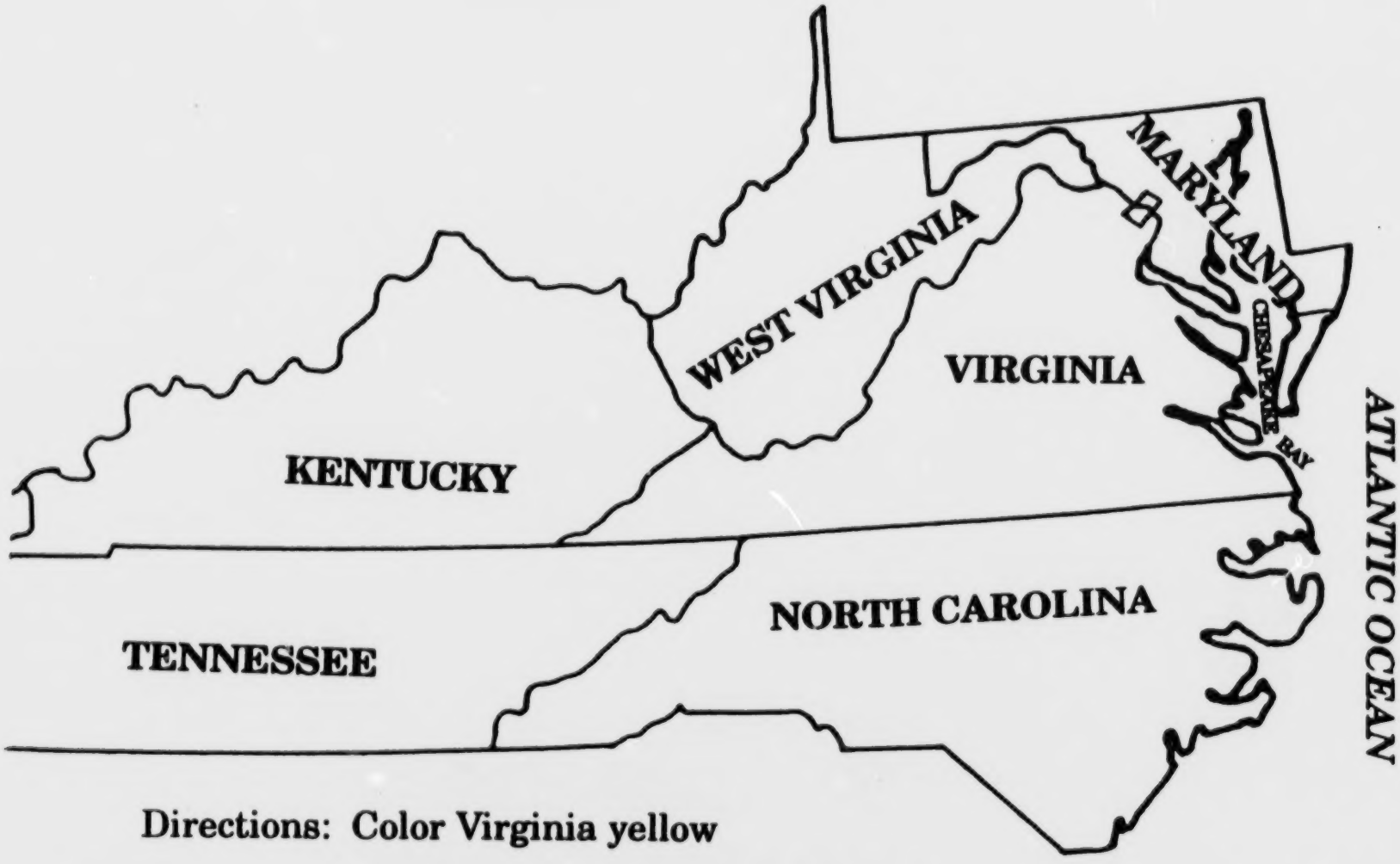


32

DIRECTIONS: **Connect the dashes to complete the outline map of the United States.**

33

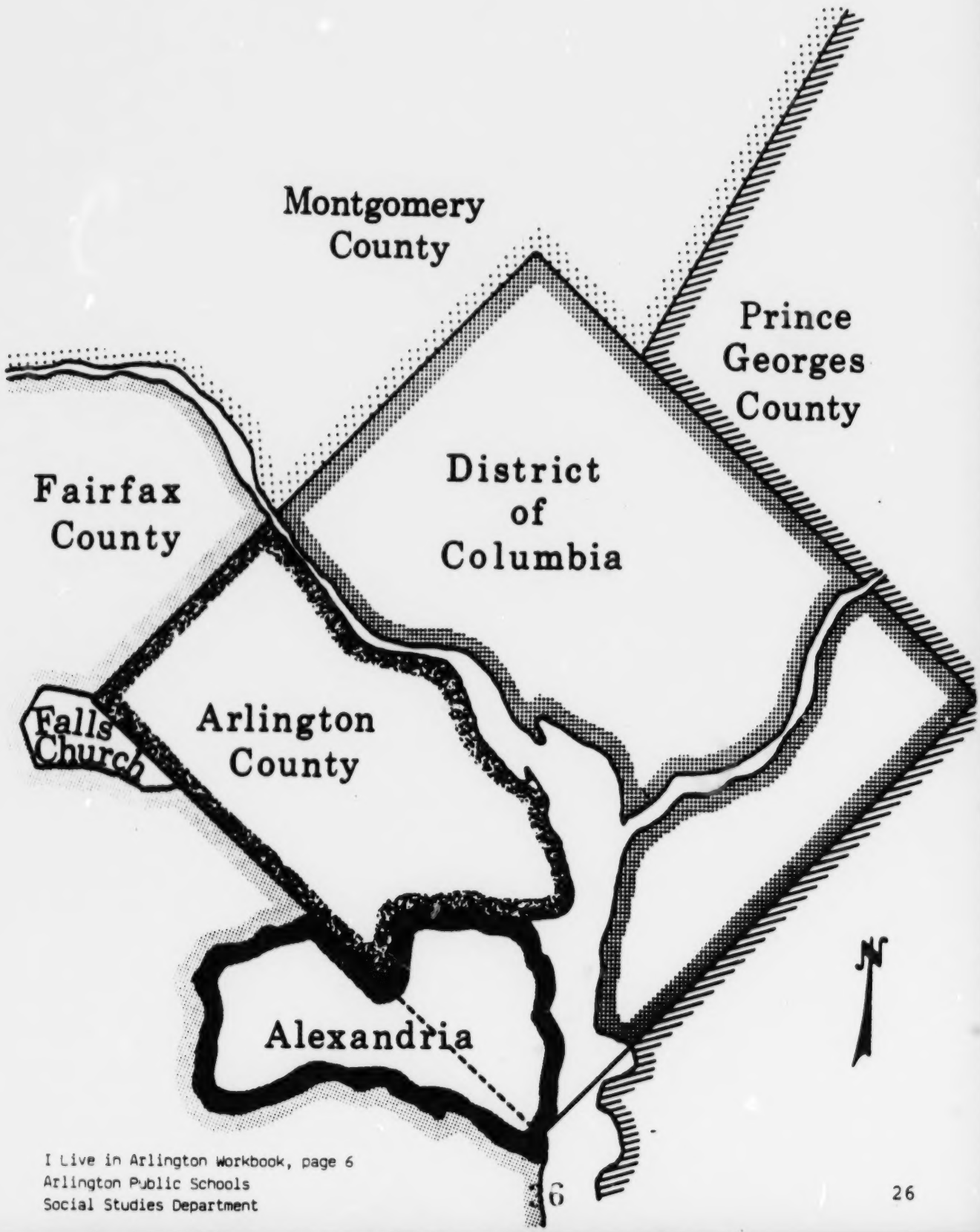
OUR STATE VIRGINIA



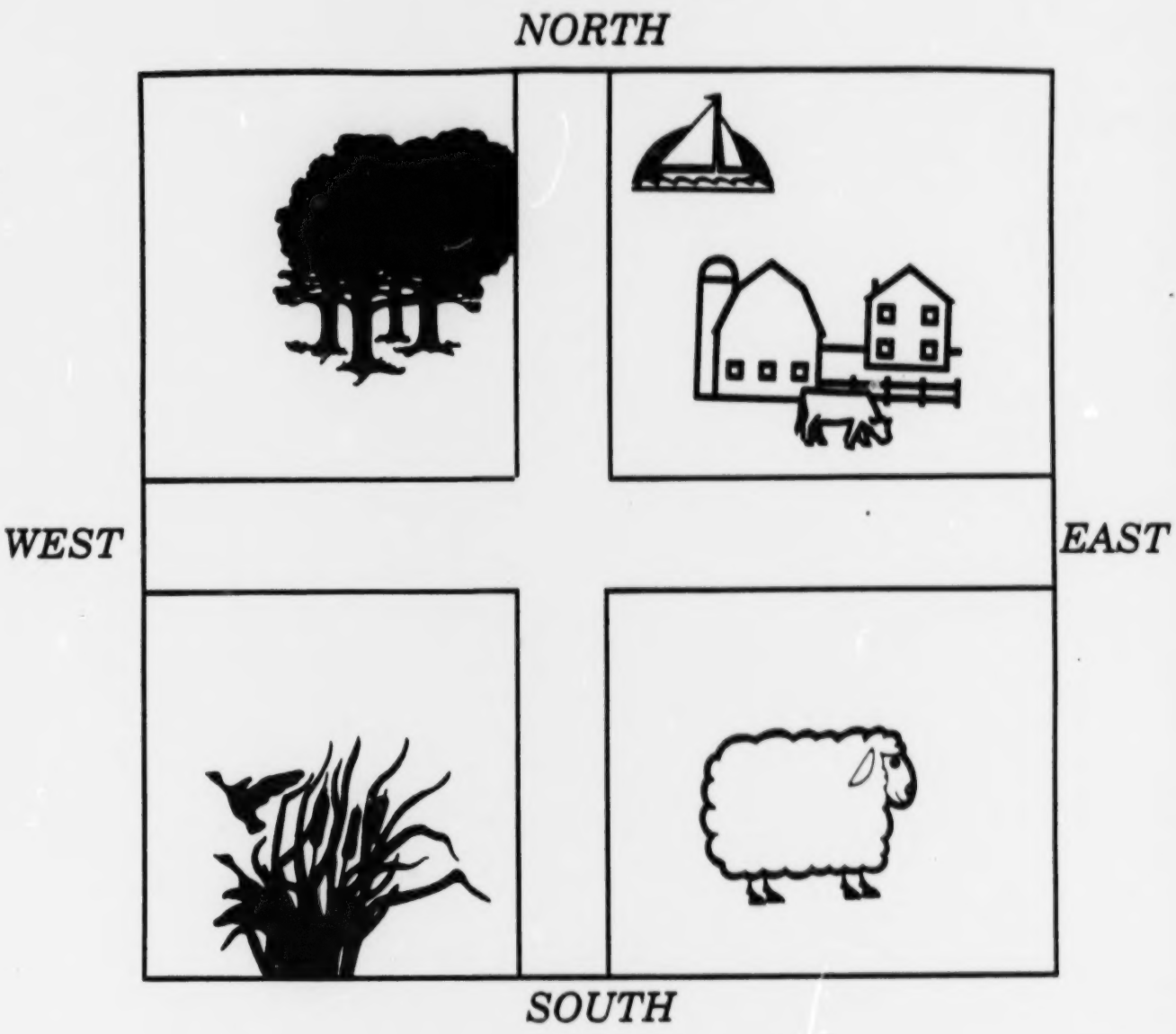
Directions: Color Virginia yellow

Color Arlington County red

METROPOLITAN WASHINGTON



DIRECTIONS



1. The farm is on the _____ side of the map.

2. The sailboat is to the _____ of the farm.

3. The sheep is to the _____ of the farm.

4. The forest is to the _____ of the farm.

CONCEPT #4: ALL COUNTRIES HAVE NATURAL LAND AND WATER FEATURES

LANGUAGE STRUCTURES

Continue with present tense : to be

STUDY SKILLS

Find information from a map/globe.

Recall specific information from a film.

Alphabetize new vocabulary words.

VOCABULARY

Natural land and water features:
Ocean, continent, lake, mountain, plain, hill, river, water, stream, fish.

CONCEPT #4: ALL COUNTRIES HAVE NATURAL LAND AND WATER FEATURES

1) Use a globe or a map to talk about land and water. Where is there water? Where is there land? etc. See if students can find their own countries on map and globe and see which water and land bodies are close to it. Review continents and oceans.

2) Have students illustrate things they remember about their country. Students make drawing of their own countries and label major lakes, rivers, oceans. Teacher may model this before students do their own. Have students share their drawings with other students so they learn nore about the countries of their classmates. Try to have students tell why these land and water features were important in their country.

   For example, **El Rio _____carries water to my town. We can fish in the lake.**

3) This is a good time to introduce natural features, such as sea,ocean, lake, mountain, hill, plain, island, steam, river. See if students can differentiate between natural and man-made (cultural) features. Try to show students on a map how natural land features are boundaries for countries; for example, the Rio Grande River separates Mexico and the United States.

   See Activity Sheet: Natural and Cultural Features.

4) Have students list natural and man-made features that they have seen so far either in Arlington or surrounding areas.

   View movie about natural features: M4-184 **LANDS AND WATERS OF OUR EARTH**. This 10 minute movie has clear explanations and descriptions about mountains, hills, plains, rivers, streams, lakes and oceans.

CONCEPT #4 (CONTINUED): ALL COUNTRIES HAVE NATURAL LAND AND WATER FEATURES

5) A follow-up activity to land and water forms is to write a rebus story together. For example,

(picture of an eye) was on a (picture of a boat) one (picture of the sun) day. Suddenly the (picture of clouds) darkened the sky. My (picture of a boat) went towards an (picture of an island). The (picture of the island) was in the Pacific (picture of water).

Students can try to make up similar reading pictures to describe their countries.

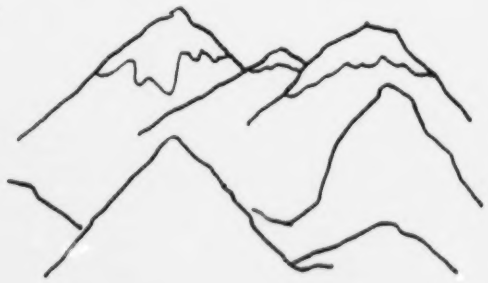
(outline of Bolivia) is in (outline of South America). There are many (picture of mountains) in (outline of Bolivia). My country has a (picture of a river). It is (picture of the sun).

6) Have students find Arlington on a map of the metropolitan Washington, D.C. area. See if they can locate natural features on this map; for example, the Potomac River. Have them locate the boundaries for Virginia, Maryland, and Washington, D.C. Why is the Potomac River important?

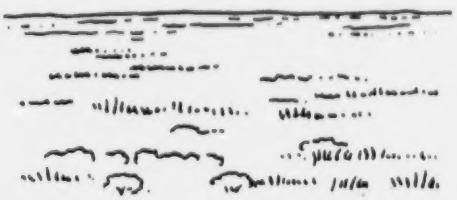
7) Try to help students understand that Arlington is not part of Washington, D.C. Have students locate the boundaries for Maryland, Virginia, D.C.

Name _____

Natural and Cultural Features

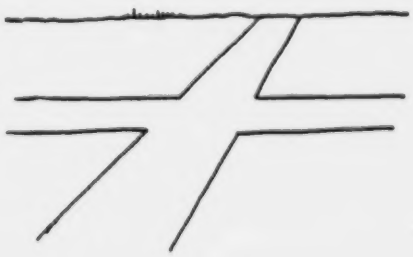
1. 

2.

3. 

4.

5.

6. 

Objective Lesson 9: Identify and define natural and cultural features.

© 1988 NYSTROM DIVISION OF HARPER JONES, INC.

CONCEPT #5: THE FAMILY IS ANOTHER KIND OF COMMUNITY

LANGUAGE STRUCTURES

Present tense: **SIDE BY SIDE, BOOK 1,** Chapters 5,6,9.

Biodata information: Where do you live?
What is your address?
What is your phone number?

STUDY SKILLS

Interpret information from a graph and a family tree.

VOCABULARY

Names of family members: mother, father, daughter, son, step-mother, step-father, sister, brother, step-sister, step-brother, uncle, aunt, cousin, grandfather, grandmother.

Adjectives of description: tall, short, thin, heavy, etc.

CONCEPT #5: THE FAMILY IS ANOTHER KIND OF COMMUNITY

1) Learn names of family members. Teacher brings in picture of her family and talks about each member. Have students complete family trees, sharing their information in small groups. Students can write sentences about family members, describing them, and how each member contributes to the family.

My mother is short. She works in a hotel.
My father is tall. He works in a store.
My brother is tall and thin. He goes to Wakefield.

OR

Ask students to draw the members of their family, writing the name of each person under his or her picture. Teacher can introduce vocabulary: mother, father, daughter, son, sister, brother, step-father, step-mother, aunt, uncle, grandfather, grandmother, cousin, child, children.

SEE **SIDE BY SIDE, BOOK I,** Chapters 5 and 6 for introducing adjectives and subject pronouns.

2) Have students look at each other's family trees or pictures and ask how the families are alike and how they are different. The most common difference will be size and number of children. The most common similarity will be that they include adults and children. Emphasize how each students belongs to a family group and how each famly group is special and important.

3) This is a good time to talk about how families help each other. "My grandmother babysits for my brother; My uncle takes us to the store".

Introduce present tense of verbs: work, live, go.
See **SIDE BY SIDE, BOOK I,** Chapter 9 for introducing present tense.

4) Students need to learn their addresses, phone numbers, etc. They can practice this by giving this information orally and by completing forms.

5) Students can make a bulletin board or individual pictures about their families and extended families. On construction paper, students can paste a family picture, cut out pictures that depict activities their family enjoys. etc. They can write words or sentences under these pictures.

CONCEPT #5 (CONTINUED): THE FAMILY IS ANOTHER KIND OF COMMUNITY

6) Students can continue to compare families using characteristics such as size, number of children, origin, etc. The teacher might want to introduce graphs by constructing a classroom graph based upon the information about the students' families.

See **ACTIVITY SHEETS: FAMILIES**

7) Review family rules. What are some examples of these rules. Why do we have these family rules? Relate this to the classroom rules.

CONTINUE TO EMPHASIZE THAT STUDENTS BELONG TO TWO GROUPS SO FAR - A CLASSROOM GROUP AND A FAMILY GROUP. EACH GROUP IS A COMMUNITY BECAUSE PEOPLE HELP EACH OTHER. MAKE A CONTINUING WEB/CHART TO SHOW THIS CONCEPT ON CHART PAPER.

COMMUNITY

FAMILY **CLASSROOM**

8) See **BEGINNING SOCIAL STUDIES FOR SECONDARY STUDENTS, "THE SMITH FAMILY," "THE PEREZ FAMILY," "SUE WHITE'S FAMILY."** Students should be able to complete these readings and follow-up activities.

FAMILIES

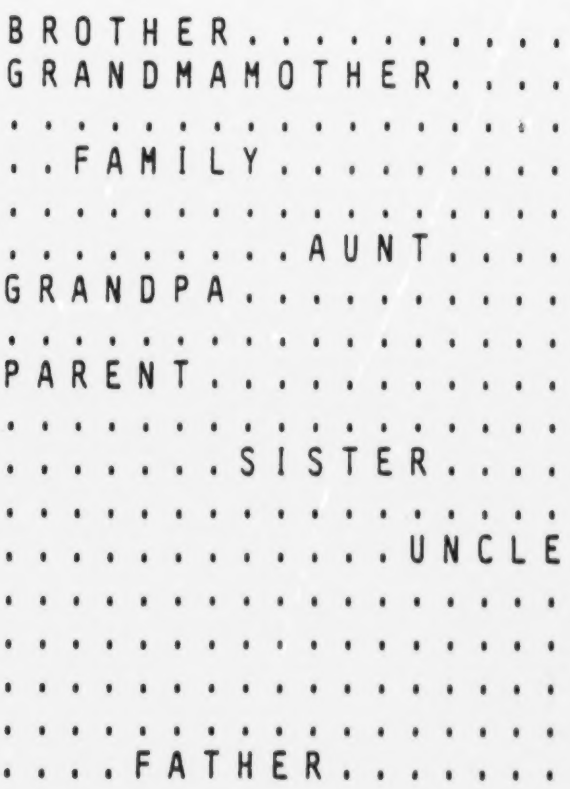
B R O T H E R I H X W J V F E H F
G R A N D M A M O T H E R J B G S
D T X S C B K C W Q K P Z C C J D
S Z F A M I L Y Y Z N W V B A U G
R H G T Z Z G F E I M O H A V O Z
T Y U E P L X Q K A U N T T B T R
G R A N D P A R K F M T D S Q F K
K J W F T E O Z V V Q G A K E L N
P A R E N T W Y L Z M G W D C D I
E J Z T X I D D P X C C V W M A N
K U I U R V L S I S T E R D H A Z
V H G V P R M O E Y U W C T Y T L
H D T R B Y N R R C U L U N C L E
H R C D F S A P Q I L U I M V F L
F N H W G D W K T U B O U E Q M U
R V P M W I T L D H E J B A Q T O
P W L W R J U N L R N Q N F Z A S
L U Z H F A T H E R R F U V Y D Z

CAN YOU FIND THESE WORDS?

BROTHER
PARENT
MOTHER
GRANDPA
SISTER
FAMILY
AUNT
GRANDMA
FATHER
UNCLE

ANSWER KEY

FAMILIES



BROTHER
PARENT
MOTHER

GRANDPA
SISTER
FAMILY
AUNT

GRANDMA
FATHER
UNCLE

FAMILIES

ACROSS:

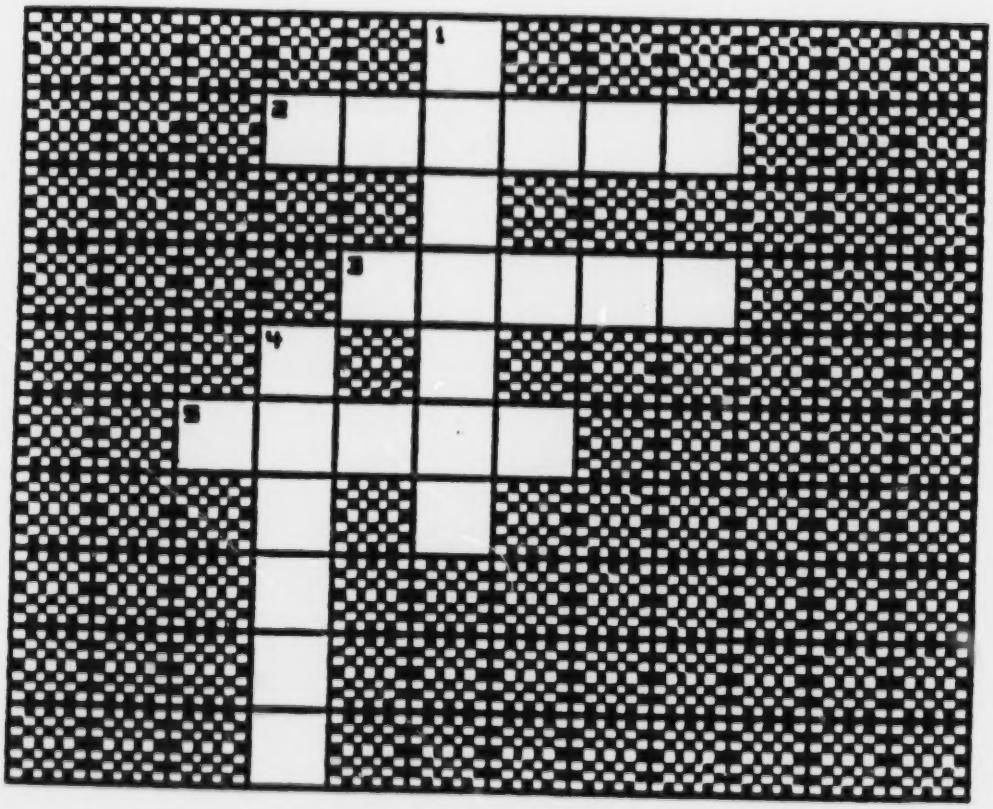
2. TO MAKE DIFFERENT
3. THINGS YOU NEED TO HAVE TO LIVE
5. THINGS YOU WOULD LIKE TO HAVE

DOWN:

1. THE PEOPLE WHO TAKE CARE OF YOU
4. THE PEOPLE THAT YOU LIVE WITH

WORD BANK

PARENTS
WANTS
CHANGE
FAMILY
NEEDS



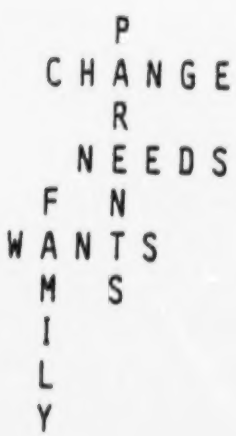
ANSWER KEY

Across

2. CHANGE
3. NEEDS
5. WANTS

Down:

1. PARENTS
4. FAMILY



CONCEPT #6: THE PEOPLE IN A SCHOOL MAKE UP A SCHOOL COMMUNITY

LANGUAGE STRUCTURES

Continue with present and present continuous tenses.

STUDY SKILLS

Use a map to find places.

Construct a book.(PEOPLE IN MY SCHOOL)

Learn parts of a book: title page, author, table of contents, chapter titles, page numbers, illustrations.

VOCABULARY

Names of school personnel: principal, assistant principal, guidance counselor, teachers, custodian, nurse, cateteria worker, etc.

CONCEPT #6: THE PEOPLE IN A SCHOOL MAKE UP A SCHOOL COMMUNITY

1) Teacher reinforces concept of a community - where people live and work together. Put word "community" on board and then put family, class, and school under it. Refer to web from previous concept.

   The school community is where people work together to help students learn.

2) Students learn names of people who work in school -**principal, assistant principal, counselor, teacher, nurse, custodian, librarian, etc.** Class can walk around building and meet these important people and see where they work. This can be done with a school map so students can learn more about the school.

3) Class writes language experience story about these people.

   The principal's name is _____. He is in charge of the school. Ms. _____ is the counselor. She helps students with problems. Ms. _____ is the nurse. We go to the nurse when we are sick. The custodians clean our school.

   Teacher uses story for further language development, asking questions, true/false statements, new vocabulary, etc.

4) Invite different school personnel into class to talk about their jobs. Students can ask them questions and later write a thank you letter to these people.

5) Continually reinforce concept that people in school work together to help students learn. The class works together to help each student learn. Ask for volunteers who would like to serve as a "buddy" for new students who enter class. Review the responsibilities of a "buddy".

6) Students construct individual booklets about people in the school. On each page there is a title, illustration, and a sentence describing what the person does. This is an expansion of the prior language experience acitivity.

7) Review **"School's Orientation Handbook"** which outlines the key school personnel, their roles, and important phone numbers.

8) See **I LIVE IN ARLINGTON TEXT, "WHERE DO WE LEARN?"** as a reading reinforcement to this topic.

9) See **BEGINNING SOCIAL STUDIES FOR SECONDARY STUDENTS, "OUR SCHOOL" for reading selection and follow-up activities.**

CONCEPT #7: COMMUNITIES SHARE MANY SIMILARITIES AND DIFFERENCES-LAND AND WATER FEATURES

LANGUAGE STRUCTURES

There is/there are

SIDE BY SIDE,BOOK 1, Chapter 7.

STUDY SKILLS

Use map/globe to learn new information.

Understand direction words.

Learn names of the 50 states.

Complete the address on an envelope.

VOCABULARY

climate, kinds of houses, landforms (flat, hilly), store, beach, country, state, city, town, county, river, ocean.

CONCEPT #7: COMMUNITIES SHARE MANY SIMILARITIES AND DIFFERENCES -LAND AND WATER FEATURES

1) Have students describe what their countries and their home towns or villages were like. They can make a web or draw pictures to depict what they remember. Also refer to the pictures students made when they talked about their native countries' natural land and water features.

BOLIVIA (substitute town or village)
South America mountains
warm villages

2) Students talk about their webs. Note similarities/differences. Language structure there is, there are; learn weather expressions: warm, hot, cool, cold, rainy, cloudy, snowy, foggy.
It is warm in Bolivia.
There are many mountains in Bolivia.

3) Teacher asks students questions about their webs. What is the weather like in Bolivia? Where do people live in El Salvador?
Teach country, city, village or town. Students can write sentences about their homelands.

See **SIDE BY SIDE, BOOK I,** Chapter 7 for a review of "there is and there are".

4) Before students can compare their homelands to Arlington, they need to know more about the United States. Have students find the continent of North America.
What three countries make up North America?
Find the United States. What direction is Canada from the United States? Good time to reinforce directions.
What oceans are close to the United States?
Which ocean is east of the United States? West?

5) Next, have students learn about the 50 states. Use map of the United States so students learn concept of a state. Have students locate different states by coming to the map. Introduce country, state.
Which state do you live in? Find it on the map.
Is your state in the north, south, east, or west of the U.S?
What states are next to your state?
Find a state near the Atlantic Ocean?
Find a state near the Pacific Ocean?
Find the states of Alaska and Hawaii. How can we get there?

CONCEPT #7 (CONTINUED): COMMUNITIES SHARE MANY SIMILARITIES AND DIFFERENCES- LAND AND WATER FEATURES

6) Students complete maps of the United States.
Students can play **Map Riddle Game.** "I'm looking at a western state. It is very long. It has a large body of water on one side of it. It touches three other states one other country. Who is it?"

7) You live on a continent.
You live in a country.
You live in a state.
What else? Where else do you live? (In a house,where?)

If a friend wants to send you a letter, he has to know what community you live in. Every community has a name. What is the name of your community?

Virginia is a state.
Arlington is a county in Virginia.
A county is like a town.

8) Another way to have students understand these terms is to draw concentric circles with North America on outside, then United States, Virginia, Arlington, and Me in the Center.
See **ACTIVITY SHEET: CONCENTRIC CIRCLES**

9) Students can make concentric circles about their homelands. For example, The world is on the outside, then Central America, El Salvador, San Miguel. They can use maps to find the appropriate names for the circles.

10) Have students tell what country and city or town they are from. Make a comparison chart:

	COUNTRY	STATE	CITY/ COUNTY/TOWN
Mrs. Fagan:	United States	Virginia	Arlington
Juan:	Bolivia	Cochabamba	Quillacollo
Maria:	Peru	Lima	

11) Have students find Arlington on a map. Tell its location and what other places it is near. Use map of Virginia or a local area map. It is near the Atlantic Ocean and the Potomac River.

CONCEPT #7 (CONTINUED): COMMUNITIES SHARE MANY SIMILARITIES AND DIFFERENCES -LAND AND WATER FEATURES

12) Take students outdoors and see if they can tell you about the landforms. The street is flat, but if they walk a short distance, they should notice that parts of Arlington are hilly. Talk about rivers, streams, mountains, hills.

I LIVE IN ARLINGTON TEXT, Chapter 1, "Where Do We Live". This reading reinforces what students have learned so far regarding continents, land features, and 50 states.

I LIVE IN ARLINGTON TEXT,Chapter 2, "What Is The Shape Of Arlington?". This chapter focuses on land features and boundaries of Arlington.

13) Have students learn how to complete an envelope with their return address, house and street number of the person they are sending the letter to, the community, state and zip code.
See **I LIVE IN ARLINGTON WORKBOOK,** pages 7,9-12.

14) Find a map that shows the metropolitan Washington area with Arlington and its neighboring boundaries. Many students think they live in Washington, D.C. and they need to visually see where these different counties and towns are located. The pamphlet **ARLINGTON COUNTY, VIRIGINIA PROFILE** contains a map of Arlington and its boundaries which can be enlarged.

CONCEPT #7 (CONTINUED): COMMUNITIES SHARE MANY SIMILARITIES AND DIFFERENCES - LAND AND WATER FEATURES

15) Have students tell about Arlington from what they have experienced so far. Make a web.
Include climate, types of houses, land features.

ARLINGTON

cars **highways** **churches**

apartments **houses**

schools **hot** **no beaches** **parks**

16) Use this web to have students talk about their countries and their new home, Arlington. Students can make comparisons using this web and the one made about their country.

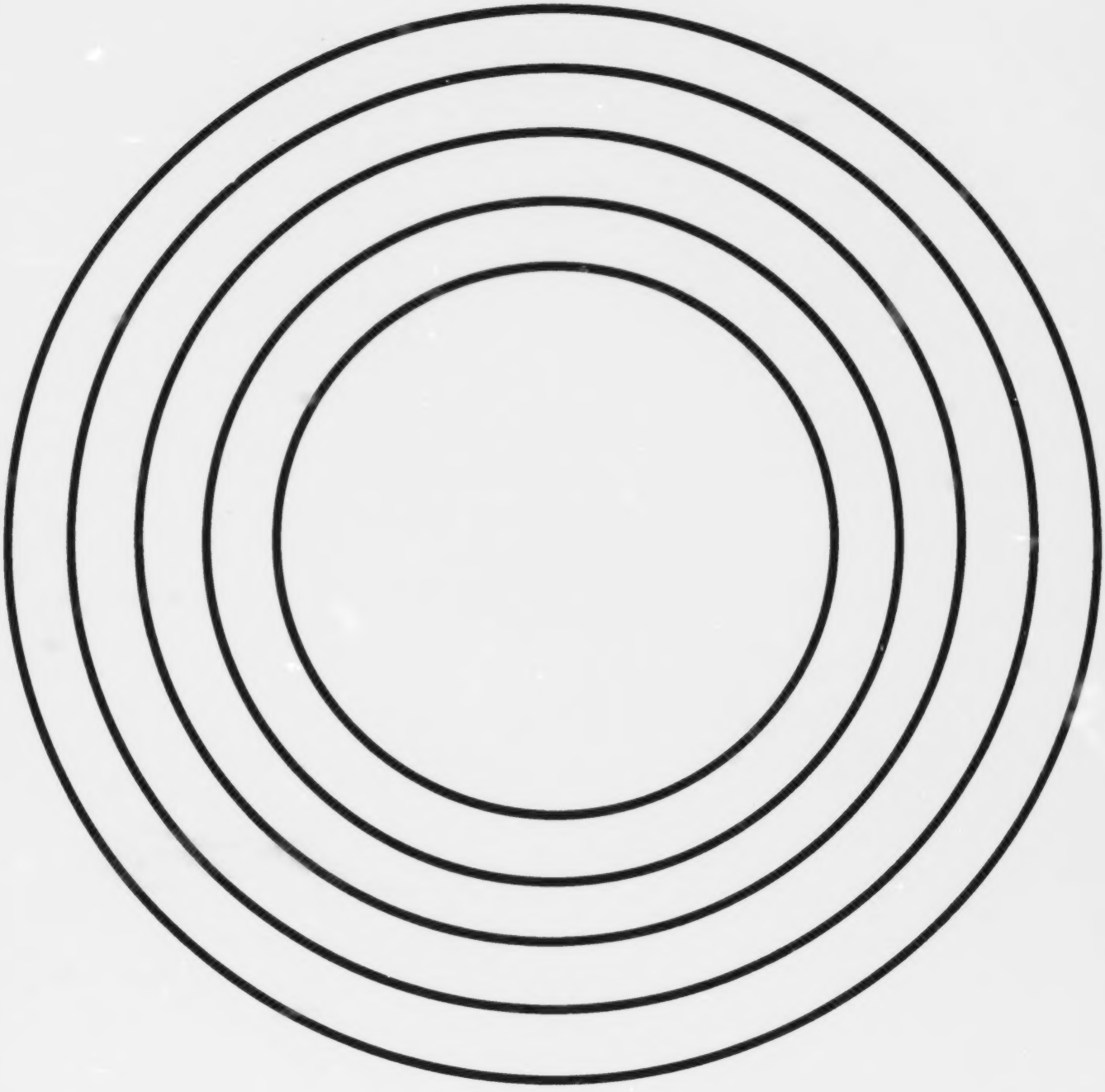
It is hot in (native town) and it is hot in Arlington.

There are many highways in Arlington. There aren't many highways in (native town).

There are many beaches in (native town). There aren't any beaches in Arlington.

There are stores in (native town) and there are stores in Arlington too.

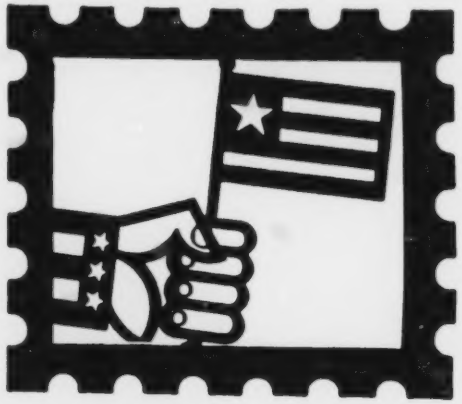
Concentric Circles



Write inside the circle

(1) ME
(2) ARLINGTON
(3) VIRGINIA
(4) UNITED STATES
(5) NORTH AMERICA

Please address this envelope



NAME

ADDRESS

COUNTY

STATE

COUNTRY

CONTINENT

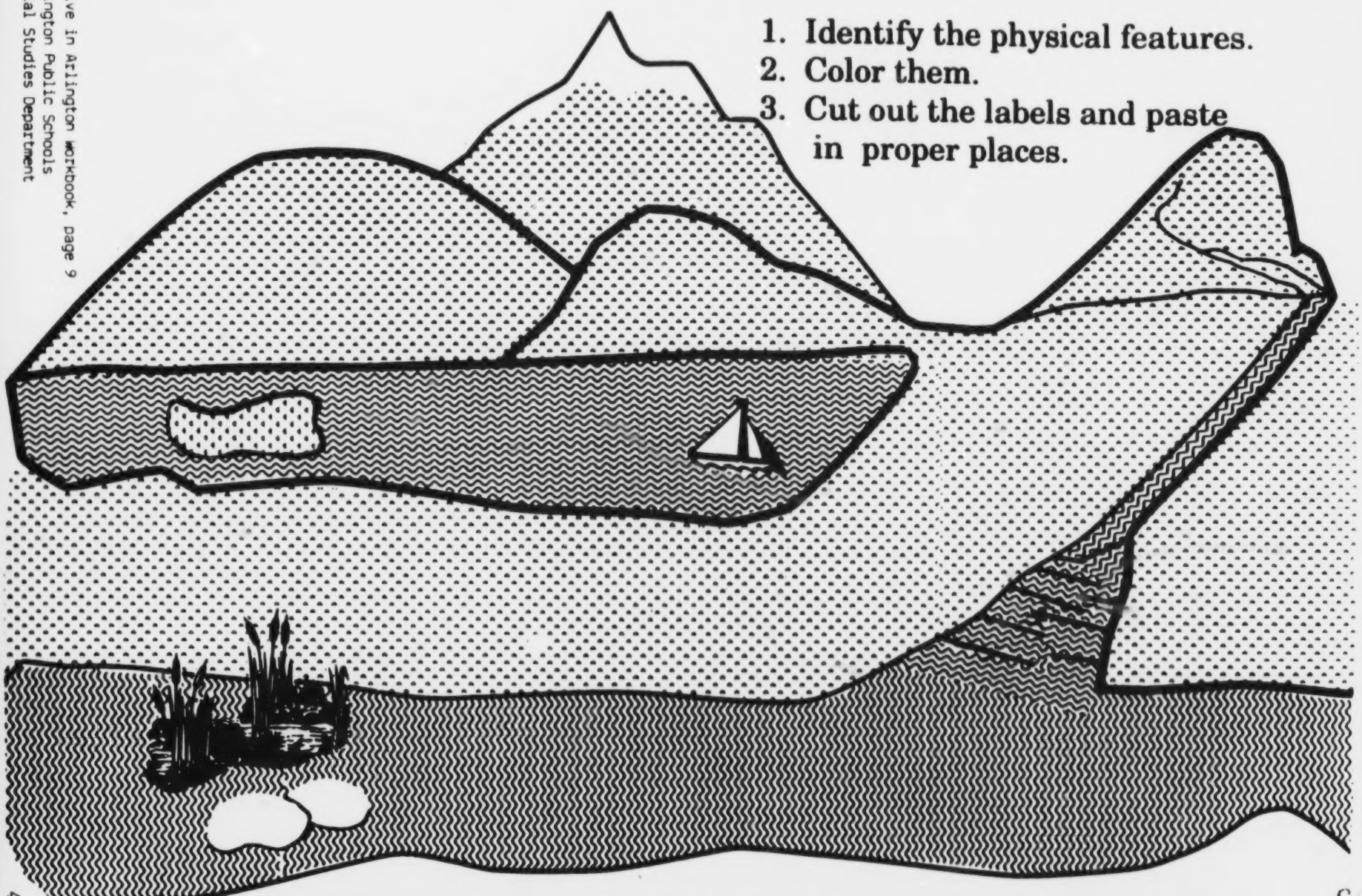
57

58

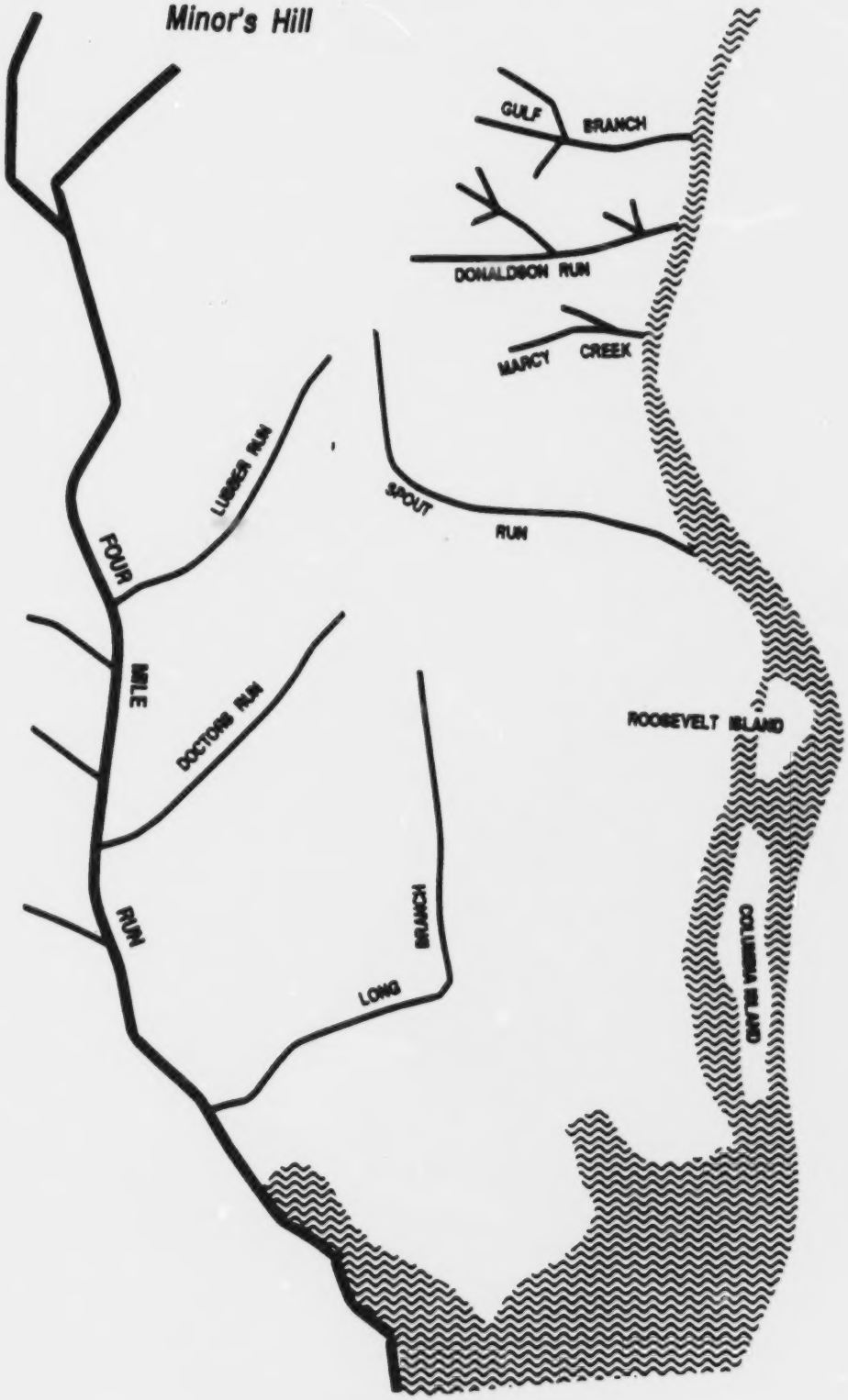
I Live in Arlington Workbook, page 9
Arlington Public Schools
Social Studies Department

PHYSICAL FEATURES

1. Identify the physical features.
2. Color them.
3. Cut out the labels and paste in proper places.



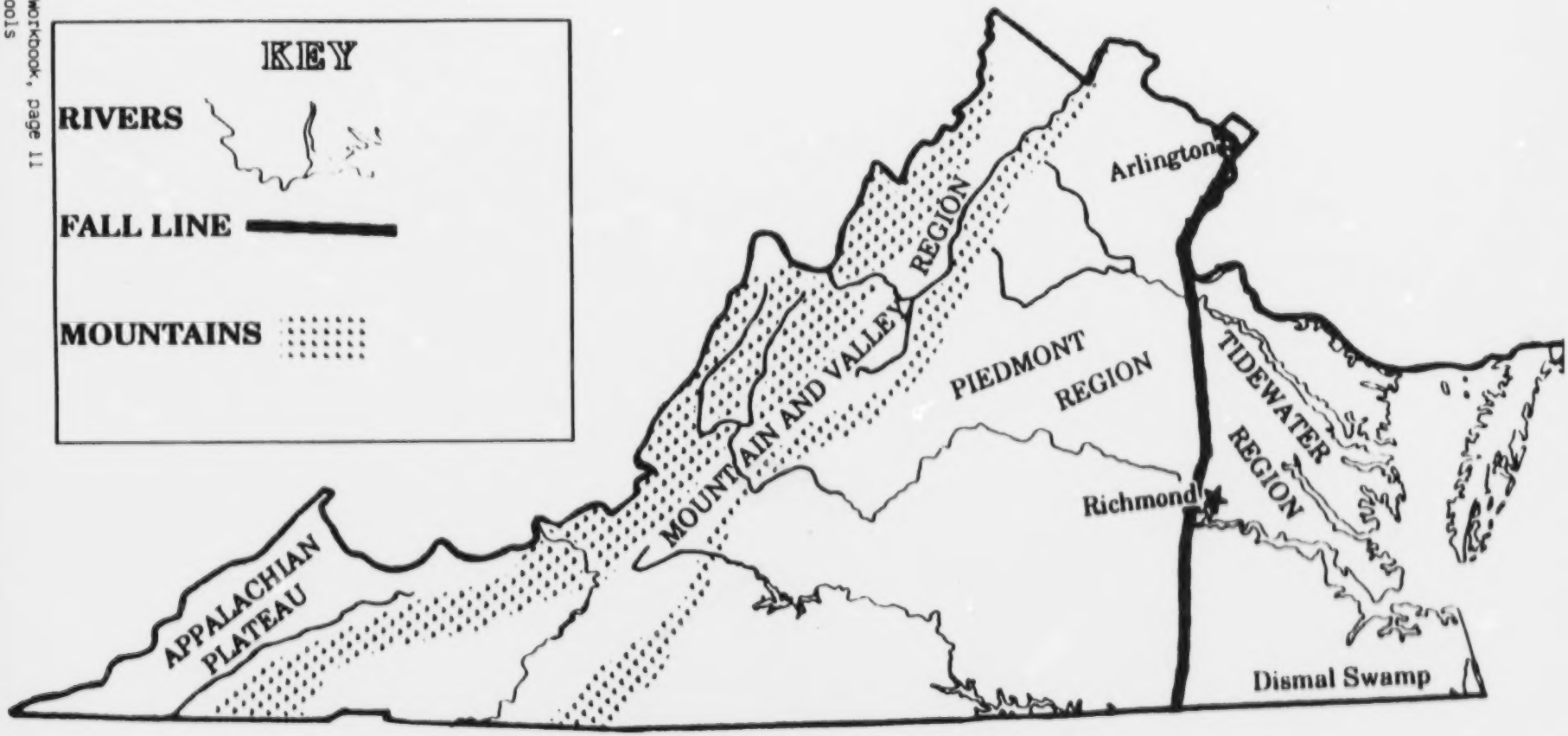
59 ISLAND STREAM PLAIN MOUNTAIN FALLS HILL RIVER LAKE



ARLINGTON COUNTY

Physical Features

PHYSICAL MAP OF VIRGINIA - Mountains and Rivers



DIRECTIONS: Color the mountains green.
Color and trace the rivers blue.
Color the Fall Line red.

WHERE ON EARTH?

Water is on all sides of me. I can be found in lakes, rivers, and oceans.

I am an _____.

hill island plain

I am a flat picture. I can show you countries, towns, rivers, and roads. I can help you find your way.

I am a _____.

map globe planet

I am a heavenly body that moves around the sun. I have a moon.

I am _____.

Mars Earth Venus

I am the river that flows past Arlington. I have great falls.

I am the _____ River.

James Rhine Potomac

I am made of rock. I am a very high hill. People try to climb me.

I am a _____.

road mountain country

I am larger than a pond. I am a body of water. Land is on all sides of me. I can be fresh or salt water.

I am a _____.

stream lake river

January 1991

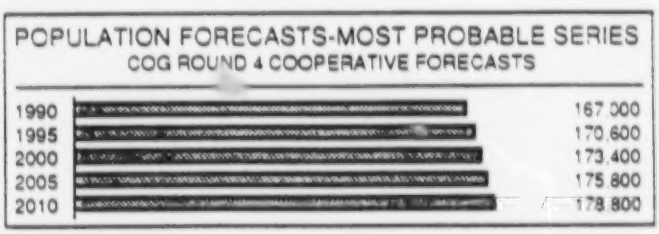
Arlington County is an urban county of about 26 square miles located directly across the Potomac River from Washington, D.C. There are no incorporated towns or cities within Arlington's boundaries. Arlington was originally part of the ten-mile square surveyed in 1791 for the Nation's Capital. In response to requests from local residents, in 1846 the U.S. Congress returned the portion of the District of Columbia on the west bank of the Potomac River to the Commonwealth of Virginia. This area was known as Alexandria City and Alexandria County until 1920 when the County portion was renamed Arlington County.

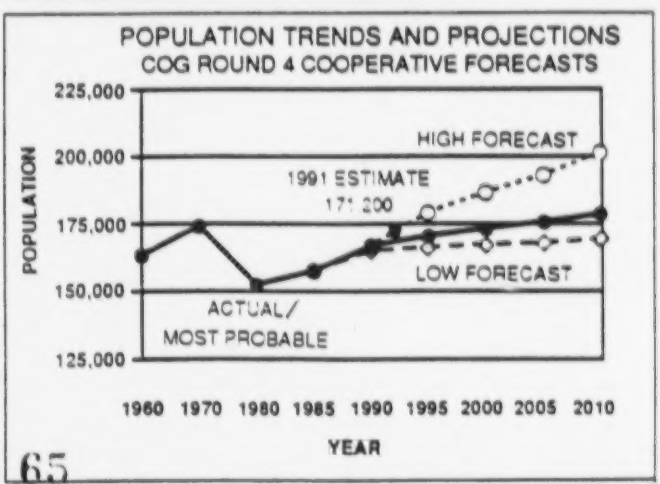
Arlington's location in the center of the Washington metropolitan region, just five minutes from Washington by car or Metrorail, has made the County a highly desirable business and residential location. Arlington has maintained high-quality residential neighborhoods while supporting well-managed growth. High-density commercial and residential development is focused around Metro stations in the Rosslyn-Ballston corridor and the Jefferson Davis corridor which includes Pentagon City and Crystal City.

Arlington is both a residential community and an employment center. The County had a population of 171,200 and was home to 219,800 jobs as of January 1, 1991. These figures represent a population increase of about 12 percent and an increase in employment of nearly 55 percent over 1980 levels.

Arlington's office market generated nearly 16 million square feet of new office space between 1980 and 1990, greatly expanding the County's tax base. As of January 1990, Arlington's real property tax base was evenly divided between commercial and residential properties, enabling the County to maintain a tax rate of $0.765 per $100 of assessed value, the lowest property tax rate in the Washington region.

An additional 519,000 square feet of office space will be added in 1991 to the current inventory of 29.5 million square feet. This space will be in the Court House Metro station area and on Route 50. In 1990, 1.1 million square feet of office space was absorbed, resulting in a year-end vacancy rate of 10.3%.





POPULATION

1991 Population (Planning Div. Estimate)	171,200
1990 Census	170,936

AGE DISTRIBUTION (1991)*

Under 5	8,000	4.7%
5-19	20,200	11.8%
20-24	14,000	8.2%
25-34	39,200	22.9%
35-44	32,200	18.8%
45-64	33,400	19.5%
65 and over	24,100	14.1%
Total Population 1991	**171,200**	**100%**

Estimated Median Age 36 Years

RACIAL COMPOSITION (1990)

White	130,873	76.6%
Black	17,940	10.5%
Asian-Pacific Islander	11,560	6.8%
Other	10,563	6.2%
Total	**170,936**	**100%**
Spanish Origin+	23,089	13.5%

+Spanish origin is not a separate race.
*Virginia Employment Commission percentages
Note: Totals may not add exactly due to rounding.

HOUSEHOLD COMPOSITION

Total Households 1991 Estimate*	82,553

HOUSEHOLD SIZE (1980)

1 Person	28,953	40%
2 Person	24,003	34%
3 Person	9,230	13%
4 Person	5,656	8%
5+ Person	3,773	5%
Total Households 1980	**71,615**	**100%**

Average Household Size 1991 Estimate* 2.03 Persons

HOUSEHOLD TYPE	1970	1980
Percent Family Households	65%	50%
Percent Non-Family Households	35%	50%

Persons Living in Households*	165,700
Persons Living in Group Quarters*	5,500
Total Population 1991*	**171,200**

*Planning Division Estimate

INCOME

1991 Median Household Income	$42,686
1991 Median Family* Income	$58,115

Center for Public Service, University of Virginia
*A family is any household in which at least two members are related by blood or marriage. Household data includes family households.

1989 Effective Buying Income	$3,919,092,000

Sales and Marketing Management, *Survey Of Buying Power, 1990*

1988 Per Capita Income	$30,248

U.S. Bureau of Economic Analysis

EDUCATION

PUBLIC SCHOOL ENROLLMENT

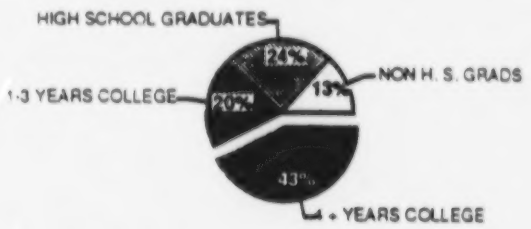
YEAR	STUDENTS
1950	16,080
1960	25,240
1970	24,760
1980	14,720
1990*	14,795

*September 30, 1990, Arlington County Schools.

EDUCATIONAL ATTAINMENT 1980--PERSONS 25 +

High School Graduates	87%
College Graduates	43%
H.S. Graduates Continuing Their Education (1990)	86%

YEARS OF SCHOOL COMPLETED 1980



PUPIL:TEACHER

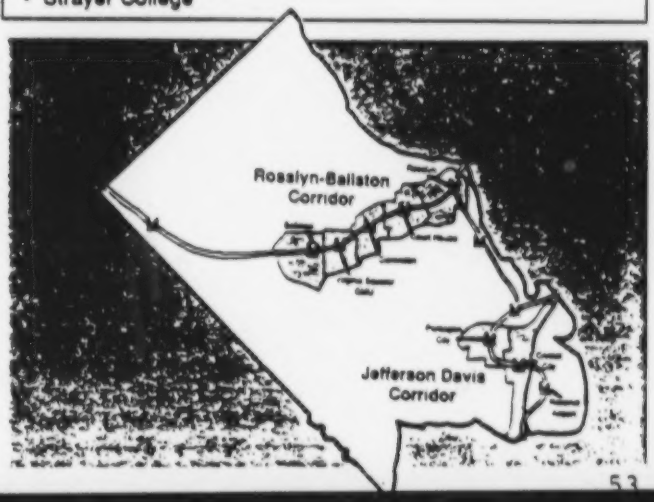
PUBLIC SCHOOLS	NUMBER	RATIO*
Elementary (K-5)	18	15:1
Middle Schools (6-8)	4	15:1
High Schools (9-12)	3	15:1
Secondary Alternative (6-12)	1	15:1
Special Education Center	1	5:1
Career Center (Vocational School) (9-12)	1	15:1

*Pupil:Teacher Ratios are approximate.

Note: Extended-day programs for students of working parents are offered at Arlington elementary schools.

Expenditures Per Pupil (1990)	$7,838

COLLEGES AND UNIVERSITIES
- George Mason University Law School
- Marymount University
- National Graduate University
- Strayer College



RESIDENTIAL CONSTRUCTION (Units)

	Rosslyn-Ballston Corridor	Jefferson Davis Corridor	Metro Corridors Total
1960-1969	1,865	3,910	5,775
1970-1979	700	1,548	2,248
1980-1989	5,674	1,816	7,490
1990	1,369	297	1,666
Total	**9,608**	**7,571**	**17,179**
Under Construction	**1,951**	**391**	**2,342**

OFFICE SPACE CONSTRUCTION (Sq. Ft.)

	Rosslyn-Ballston Corridor	Jefferson Davis Corridor	Metro Corridors Total	Outside Metro Corridors	Arlington County
1960-1969	4,458,071	2,851,112	7,309,183	205,416	7,514,599
1970-1979	1,450,071	2,789,780	4,239,851	489,956	4,729,807
1980-1989	7,643,655	5,598,555	13,242,210	876,119	14,118,329
1990	1,111,843	603,551	1,715,394	59,072	1,774,466
Total	**14,663,640**	**11,842,998**	**26,506,638**	**1,630,563**	**28,137,201**
Under Construction	**1,149,500**	**0**	**1,149,500**	**260,965**	**1,410,465**

Office Vacancy Rate: 10.3%

HOTELS AND MOTELS

Number of Hotels/Motels-Arlington Total — 33
Number of Rooms-Arlington Total — 8,768

	Rosslyn-Ballston Corridor	Jefferson Davis Corridor
1960-1969	515	1,129
1970-1979	610	1,059
1980-1989	637	2,036
1990	330	617
TOTAL	2,092	4,841
UNDER CONSTRUCTION	162	300

Total Square Feet of Convention Space — 252,667

HOUSING

Total Housing Units 1991 Estimate* — 85,454

Single Family Detached — 26,414
Single Family Attached — 7,959
Multi-Family — 51,081

Occupied Housing Units (1980)	71,615	100%
Owner-Occupied	27,619	39%
Renter-Occupied	43,996	61%

Average Sales Price (1990)
Single Family Detached House — $245,572
Single Family Detached, Townhouse and Condominium — $180,085
Office of Real Estate Assessments

Median Rent (February 1990, Housing Division) — $675

*Planning Division Estimate

EMPLOYMENT

AT-PLACE EMPLOYMENT BY INDUSTRY: 1991 *

Agriculture, Mining and Construction	4,400	2.0%
Manufacturing	3,700	1.7%
Transportation, Communications and Utilities	15,400	7.0%
Trade	22,600	10.3%
Finance, Insurance and Real Estate	8,100	3.7%
Services	65,300	29.7%
Government	93,200	42.4%
Miscellaneous	7,000	3.2%
Total	**219,800**	**100%**

Ratio of Jobs to Residents* — 1.28 : 1.00

Daytime Population* — 266,800
*1991 Planning Division Estimates
Note: Totals may not add exactly due to rounding

ARLINGTON COUNTY LABOR FORCE DATA*

Civilian Labor Force 1990 — 108,942
Average Unemployment Rate 1990 — 2.2%
*Virginia Employment Commission

MAJOR PRIVATE EMPLOYERS

	No. of Employees
• MCI Telecommunications Corporation	2,700
• USAir, Inc.	2,696
• Bell Atlantic Management Services, Inc.	2,000
• Gannett Company, Inc.	1,800
• American Management Systems, Inc.	1,700
• The Arlington Hospital	1,600
• Marriott Corporation	1,475
• The Xerox Corporation	1,354
• The Hecht Company	1,300
• Hyatt Hotels and Resorts	749

MAJOR ARTERIALS

I-395 (Henry G. Shirley Memorial Highway)
I-66 (Custis Memorial Parkway)
Lee Highway (U.S. Route 29)
Jefferson Davis Highway (U.S. Route 1)
George Washington Parkway
Arlington Boulevard (U.S. Route 50)

METRO

11 METRO SUBWAY STATIONS

ORANGE LINE STATIONS: Rosslyn, Court House, Clarendon, Virginia Square/GMU, Ballston, East Falls Church

BLUE LINE STATIONS: Rosslyn, Arlington National Cemetery, Pentagon, Pentagon City, Crystal City, National Airport

YELLOW LINE STATIONS: Pentagon, Pentagon City, Crystal City, National Airport

METRO BUS 50 ROUTES

AIR

Washington National Airport (Metro Access)	in Arlington
Dulles International Airport	25 Miles
Baltimore-Washington International Airport	34 Miles

RAIL

Richmond Fredericksburg and Potomac Railroad--passenger connections via Metro subway to Union Station in Washington, D.C.

MAJOR RETAIL FACILITIES

	No. of Stores	Sq. Ft.
Fashion Centre at Pentagon City	150	860,000
Ballston Common	125	660,000
Crystal City Underground and Plaza Shops	120	240,000
Village at Shirlington	38	300,000
1990 Retail Sales		$1,830,288,000
Restaurants		330

COMMUNITY FACILITIES

--Libraries	8
--County Parks and Playgrounds	125
--Northern Virginia Regional Parks	3
--Recreation Centers	13
--Nature Centers	3
--Bicycle Routes and Jogging Trails	79 Miles
--Fire Stations	10
--Hospital Beds	695
--Nursing Home Beds	676
--Apartments for the Elderly	844
--Homes for Adults - Beds	201

LAND AREA AND OPEN SPACE

Area	25.8 Sq. Miles
Population Density	6,636 Persons Sq. Mile
County Open Space	809 Acres
Federal Open Space	900 Acres
Regional Open Space	94 Acres
Total County Area in Open Space	10.9%
Total County Area in County Open Space	4.8%
County Open Space per 1,000 Residents	4.7 Acres
Elevation (Highest Point)	445 Feet

ARLINGTON ATTRACTIONS

FINE ARTS AND HISTORY: The Arlington Arts Center, The Arlington Symphony, The Arlington Historical Society Museum, Children's Theatre of Arlington, Classical Ballet Theatre, The Gallery at the Ellipse, Gunston Arts Center, "Old Guard" Museum, Opera Theatre of Northern Virginia, Washington Shakespeare Company

MEMORIALS: Arlington House (The Robert E. Lee Memorial), Arlington National Cemetery, The Iwo Jima Memorial, Merchant Marines Memorial, Netherlands Carillon

OUTDOOR FACILITIES: The Custis Memorial Bike Trail (W&OD Route), The Farmer's Market, Lubber Run Amphitheater, Long Branch, Gulf Branch and Potomac Overlook Nature Centers, Upton Hill and Potomac Overlook Regional Parks

The PROFILE is published by the Data Analysis and Research Staff of the Department of Community Planning, Housing and Development in cooperation with the Economic Development Division.

For further information on the PROFILE and other demographic and development data and publications, please contact the Comprehensive Planning Section at (703) 358-3525.

PLANNING DIVISION PUBLICATIONS

--General Land Use Plan (map).
--Sector Plans: Courthouse, Clarendon, Virginia Square, Ballston (reference only). Contain policy guidelines for future land use, zoning and urban design.
--Development in the METRO Corridors. Development profiles by METRO station area. Maps and tables of all approved developments including project name, address, size, height and parking spaces.
--Information Reports. Topics include: Population estimates, Consumer Price Index, Round 4 Forecasts of Population, Households and Employment, Demographic Trends, Development Capacity in Metro Corridors, Cost of Living.
--Residential, Office and Commercial Construction Reports.

For further information on economic development, site location assistance and business services please contact the Economic Development Division at (703) 358-3520.

ECONOMIC DEVELOPMENT DIVISION PUBLICATIONS

--Directory of Business, 1988-89.
--Economic Development Update, Quarterly Newsletter.
--Profile of New Commercial Development.
--Available Office/Retail/Industrial Space.
--Principal Private Employers, listing.
--Assigned Federal Employment/Space Occupancy Report.
--Guide To Starting a Business in Arlington.
--Hotel and Restaurant Guide.
--Arlington Meeting Planners Guide.
--Office Building Directory.
--Shopping Centers in Arlington, VA.

At this point, teachers may want to expand on the topic of different kinds of regions of the world as preparation for the upcoming concepts of housing, transportation, community workers, climate and map skills.

See <u>BEGINNING SOCIAL STUDIES FOR SECONDARY STUDENTS:</u>
"FIVE REGIONS"
"WORLD REGIONS"
"DECIDUOUS FOREST AND GRASSLAND REGION"
"DESERT AND RAINFOREST REGION"

CONCEPT #8: PEOPLE IN A COMMUNITY LIVE IN DIFFERENT TYPES OF HOUSES

LANGUAGE STRUCTURES

Prepositions of location
Present tense: SIDE BY SIDE, BOOK I, Chapters 6 and 7.

STUDY SKILLS

Follow multi-step directions.

Construct graph and interpret information.

VOCABULARY

Housing: apartment, garden apartment, high-rise apartment, single family home, townhous, garage, building.

Rooms of a house: living room, dining room, kitchen, bedroom, bathrom, basement, attic, family room, den

Neighborhood Objects: fire hydrant, park, sign, yard, etc.

CONCEPT #8: PEOPLE IN A COMMUNITY LIVE IN DIFFERENT TYPES OF HOUSES

BUILDING BACKGROUND INFORMATION:

Have students draw pictures of the kinds of houses found in their native countries. Also have students draw the type of houses they live in now. Have students share their illustrations with the class, and try to elicit from them climate, land features, etc. and the types of houses found in that environment. For example: low houses - sandy soil or very hot weather.

1) This is a good time to talk about the different types of housing found in Arlington: houses, garden apartments, high rise apartments, townhouses. Have students walk around school neighborhood to discuss these types of housing. They can draw pictures of what types of housing they see outdoors.

2) When students return to class, they can compare/contrast the types of houses found in Arlington with those in their countries. This is a good time to introduce the terms **urban/rural/suburban.** Students can add information regarding climate and materials used for the houses. Teacher can read **The Three Little Pigs** and students can list advantages/disadvantages of each of the three houses. Discuss how in real life the three houses might not be safe because of earthquakes, hurricanes, etc. Talk about building materials such as wood and brick and their advantages, disadvantages.

3) Another activity is for students to draw a picture of where they live and write a story about their home, listing the names of the rooms, how many floors, etc. Students can write a sentence about what they do in each room. For example, "I sleep in my bedroom".

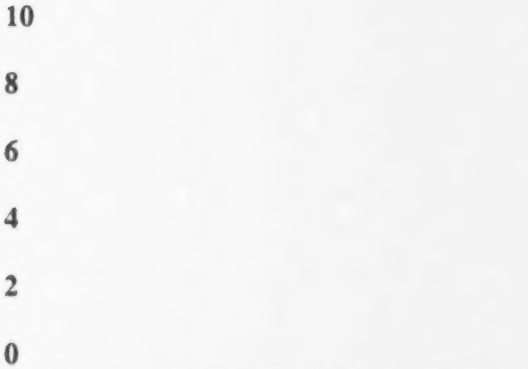
SIDE BY SIDE, BOOK I, Chapters 6 and 7 introduces students to names of rooms of a house, prepositions of location.

4) Students can construct models of homes from their countries. They then share what they created and students can see similarities and differences among the houses.

CONCEPT #8 (CONTINUED): PEOPLE IN A COMMUNITY LIVE IN DIFFERENT TYPES OF HOUSES

5) Activity to reinforce rooms of the house and directions: Have students build a house by folding a sheet of paper in half and then into thirds. Have students unfold their papers and use the creases to show rooms and floors. Give directions to fill up the rooms of the house by using the directions north, south, east, and west. Fill by giving directions such as: "put a blue circle in the east side of the house," "put a purple square on the south part of the east side of the house."

6) Have students gather and graph information about their immediate neighborhood (a 3-4 block area). Provide students with a list of things to look for and count. Then provide students with a graph to record their neighborhood inventory.



Reading: **I LIVE IN ARLINGTON TEXT,** Chapter 5, "What Do We Live In?"
I LIVE IN ARLINGTON WORKBOOK, pages 19, 20, 21.

See **HERE TO STAY IN THE USA**, pages 85-96 for additional activities.

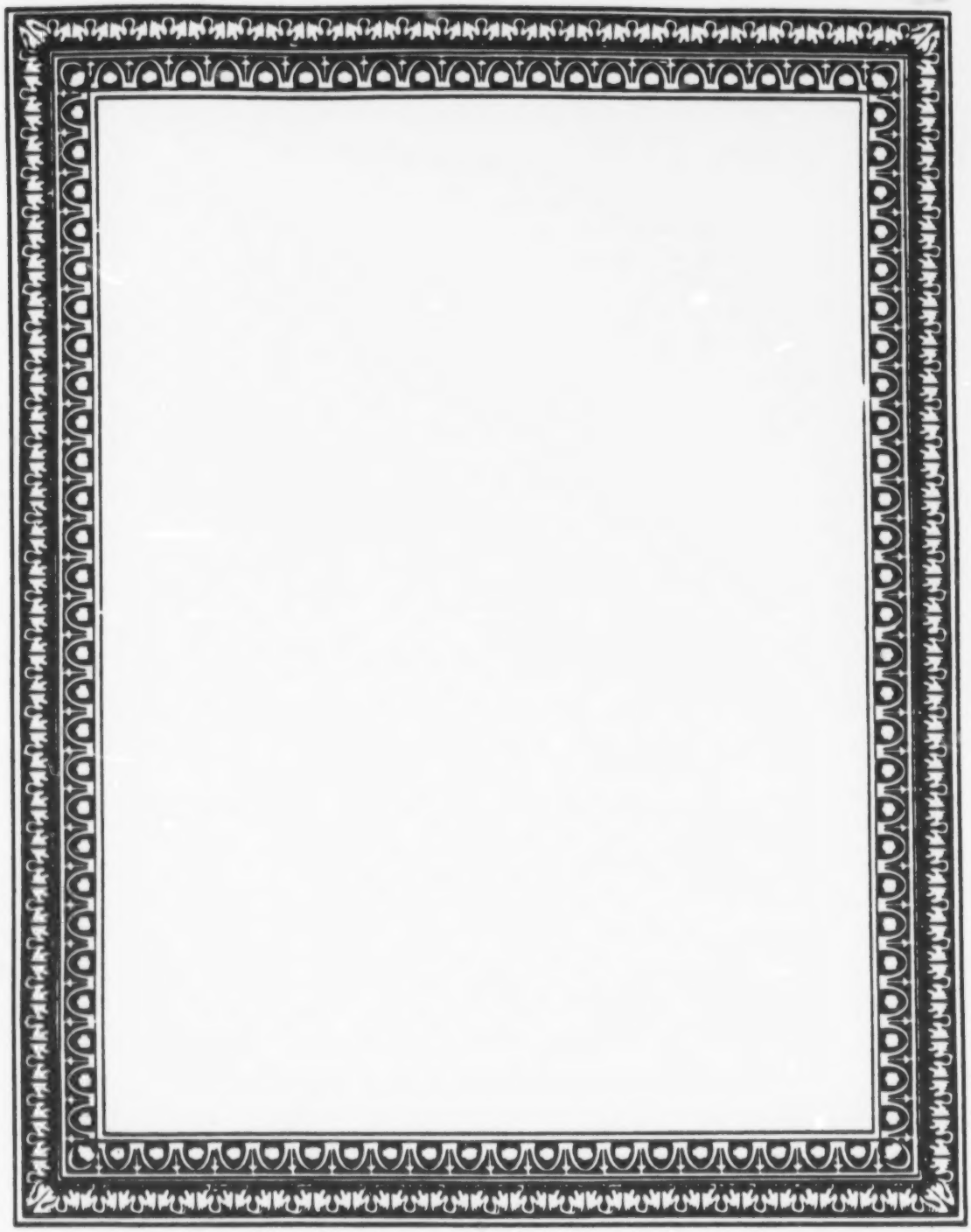
7) If students are interested, teacher can discuss differences between owning a home and renting. This can lead to information about borrowing money (mortgage) and how many years to repay it. Owning a home in the U.S. is not just for rich people as it might be in the students' countries.

COMMERCIAL AREA

Draw a picture of a commercial area.

RESIDENTIAL AREA

Draw a picture of a residential area.



THIS IS MY HOME.

RIDDLE FUN

I am made of small poles and covered with bark. The Necostin Indians lived in me.

Draw and color me.

I am made of logs, moss and clay. Pioneers in Arlington lived in me.

Draw and color me.

I am one kind of home found in Arlington today. I am a big building. Many families live in me.

Draw and color me.

I can be made of brick or wood. I am smaller than an apartment building. Only one family lives in me.

Draw and color me.

CONCEPT #9: COMMUNITIES HAVE OTHER SIMILARITIES AND DIFFERENCES- CLIMATE, FOOD CLOTHING

LANGUAGE STRUCTURES

Present tense
Clothing, Colors
SIDE BY SIDE, BOOK 1, Chapter 8.

STUDY SKILLS

Interpret information from a chart.

Construct a booklet.

VOCABULARY

Vocabulary that refers to climate, location, housing, and land.

Names of foods

Colors

Weather expressions

Articles of clothing

CONCEPT #9: COMMUNITIES HAVE OTHER SIMILARITIES AND DIFFERENCES - CLIMATE, FOOD AND CLOTHING

1) Teacher can introduce students to interpreting information from charts by creating a chart about these similarities and differences according to topics studied so far:

	Town in Nicaragua	Town in Bolivia	Town in Vietnam	Arlington
climate				
location				
housing				
land				

2) Students can illustrate similarities and differences between Arlington and their homelands. One possibility is have students choose one topic like climate and draw two pictures - one that describes their native country and one that describes Arlington. This is a good time to review seasons.

3) Students learn names of different foods. They then can compare/contrast food found here with food in homelands. Have students name a color and list as many foods of that color that they can think of. Bring in pictures of different foods. Categorize foods that we use for breakfast, lunch, dinner, snacks or by food groups. Students can cut out pictures of balanced, healthy meals and paste on paper plates. Title plates **"Favorite Meals"** or **"Healthy Meals"** and students can share their results.

Show **ACT VIDEO: THE SUPERMARKET.** Sample lesson plan follows this chapter.

CONCEPT #9 (CONTINUED): COMMUNITIES HAVE OTHER SIMILARITIES AND DIFFERENCES - CLIMATE, FOOD, CLOTHING

4) Students learn names of different types of clothing. They can compare/contrast types of clothing worn here with clothing in worn in their homelands. Students can classify articles of clothing as belonging to "Females, Males, Both". Also students can then discuss the types of clothing worn because of the climate. Students can make a clothes booklet and divide it into the following sections: warm weather, cool weather, cold weather and hot weather. Other categories can be added such as work clothes, dress up clothes, traditional costumes. Use catalogues, magazines, and newspapers to cut out appropriate pictures for each category of the notebook. Students can write a sentence under each picture; for example, "I wear shorts when it is hot."

Discuss clothing that can be worn for all seasons - jeans, sneakers, etc.

<u>SIDE BY SIDE, BOOK I.</u> Chapter 8 targets clothing and colors.

5) Students can discuss why people wear certain types of clothing in their countries - climate, religion, customs. Students can draw a picture of themselves wearing clothing typical of their country or they can bring in a picture and talk about the clothes they are wearing.

6) Students learn about where to buy clothing - the names of some local stores, etc. Talk about how communities help each other with "thrift" stores or stores where people can buy "used" clothing - Salvation Army, Goodwill, Hogar Hispano.

7) Students learn vocabulary and expressions which describe the weather. Students can read the weather reports from the daily newspaper or they can listen to taped TV weather reports. Students also learn pictorial representations for weather.

CONCEPT #9 (CONTINUED): COMMUNITIES HAVE OTHER SIMILARITIES AND DIFFERENCES - CLIMATE, FOOD, CLOTHING

8) Listen to tape of snowy day weather that has school closing report for Arlington County schools. Target key vocabulary:
closed, open, one hour delay, two hour delay, on time, etc.

See **ACTIVITY SHEET: WEATHER CALENDAR**

Reading: **I LIVE IN ARLINGTON TEXT,** Chapter 3, "Hot, Warm or Cold?"

I LIVE IN ARLINGTON WORKBOOK, pages 13, 14, 15.

See **HERE TO STAY IN THE USA**, pages 25-36 (weather) and pages 49-60 (shopping) for additional activities.

Month _____ Year _____

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

81

MY WEATHER CHART

82

Spring

Summer

Fall

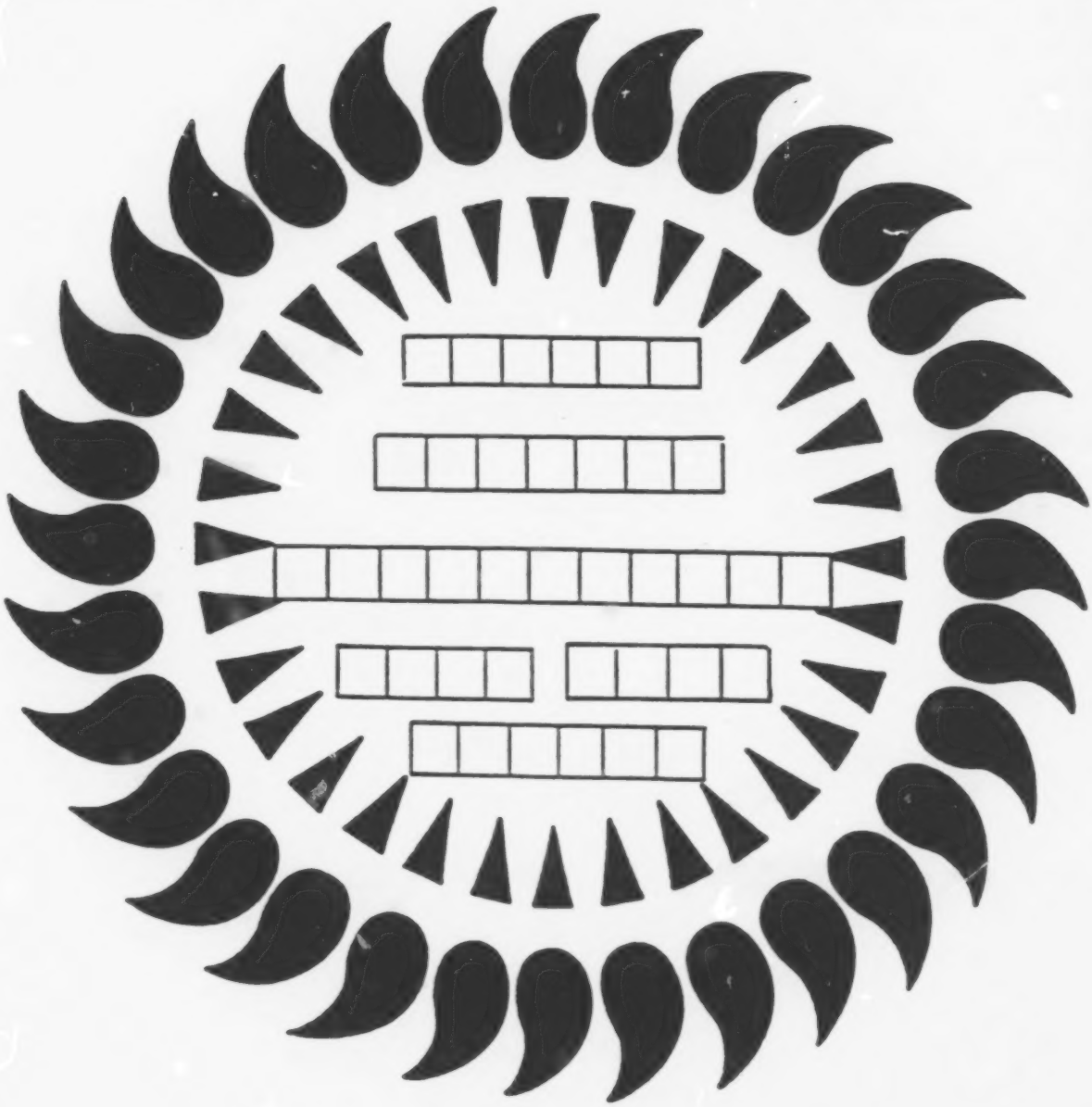
Winter

83

COLOR THE TREES TO SHOW THE FOUR SEASONS.

CLIMATE

Count the letters in each word below and find the right space for the word on the sun. Write in the words.



snow
Spring

seasons
Winter

thermometer
Fall

THE SUPERMARKET:
Many Foods And Products In One Place

Concept: Effective Use Of The Supermarket
Saves Time And Money

Designed Primarily for Non-Native English Speakers

To Accompany Arlington Community Television Videotape
"The Supermarket"

Materials: Videotape, Various Food Items, Pictures
of Markets Around the World

ARLINGTON COMMUNITY TELEVISION
3401 FAIRFAX DRIVE
ARLINGTON, VIRGINIA 22201
703-524-2388

THE SUPERMARKET:
Many Foods And Products In One Place

Concept: Effective Use Of The Supermarket Saves Time And Money

I. MOTIVATION

A. Create the Experience

Instructor displays pictures of market scenes from around the world. Students point out pictures from their countries. Students discuss what shopping was like, e.g. going to the market every day, different shops for different goods, haggling over prices.

B. Analyze the Experience

Students compare shopping in their countries to shopping here. Instructor can write comparisons in columns on board, for example:

Other Countries	The U.S.
• small markets with few items	• large stores with many items
• most things are fresh	• most things are packaged
• bargain for prices	• prices fixed
• buy enough for one day	• buy enough for several days

Why might planning be important for shopping in the U.S.?

II. INFORMATION

A. Integrate Reflections Into Concepts

Students view videotape in which they are introduced to the components of successful shopping.

B. Present and Develop Concepts and Theories

Instructor teaches the components of successful shopping:

Making a Shopping List
(a guide on your shopping trip which gets you through the store faster, and saves time and money)

Instructor tells students they are planning to cook dinner. On the board, instructor writes a list of items students would need. Students understand this is a "shopping list".

Understanding Storage Requirements

Instructor displays examples of frozen, fresh and canned food, and explains why each product has different storage requirements. Instructor explains what the expiration date means (2 weeks, 1 month, etc.) Classify previous dinner shopping list on the board according to type of food (frozen, fresh, canned/boxed) and storage requirements.

Reading Unit Price Tags
(in order to recognize the best deal)

Students view different sizes of several products. Instructor then displays unit price tags for each product indicating unit price, weight and cost (similar to those found on store shelves). Instructor explains how to read the labels, and points out which products are the least expensive.

III. PRACTICE

A. Practice and Reinforce New Information

Students practice new concepts by comparing unit price tags for the best bargain, and classifying items on "shopping lists" according to storage needs.

B. Personalize the Experience

Students practice writing their own shopping lists for different kinds of meals. Students practice dialogues and role play different scenarios in the store, e.g. asking for the location of different food, and various situations which could arise when checking out (such as not having enough money).

IV. APPLICATION

A. Develop a Plan for Applying New Concepts

Students apply new concepts to real-life shopping by preparing shopping lists at home and going to the supermarket.

B. Do It and Share With Others

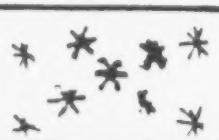
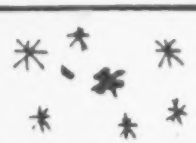
Students share their shopping experiences in class, and discuss other ways to save money shopping, such as using coupons, sales, and buying generic and store brands.

Prepared by Robin Ann Liten
With the assistance of Emma Violand de Hainer

Adapted from The 4MAT System: Teaching to Learning Styles with Right/Left Mode Techniques, by Bernice McCarthy, EXCEL, Inc., Ill., 1980.

WEATHER CALENDAR

NAME _____

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
				
				

CONCEPT #10: MAPS HELP PEOPLE GET AROUND A COMMUNITY

LANGUAGE STRUCTURES

Prepostions of location

SIDE BY SIDE, BOOK 1, Chapter 7

STUDY SKILLS

Locate places using a map.

VOCABULARY

Names of community places: libary, school, store, church, etc.

CONCEPT #10: MAPS HELP PEOPLE GET AROUND A COMMUNITY

1) Students review prepositions of location.
Students draw map of classroom and locate objects in room. The teacher's desk is next to the window. The blackboard is in the front of the room. Students create map of classroom locating windows, doors, closets, etc. Teacher asks questions based upon maps.

2) Students learn names of important community places - library, shops, churches, schools, etc.
SIDE BY SIDE, BOOK I, Chapter 7 introduces this topic.

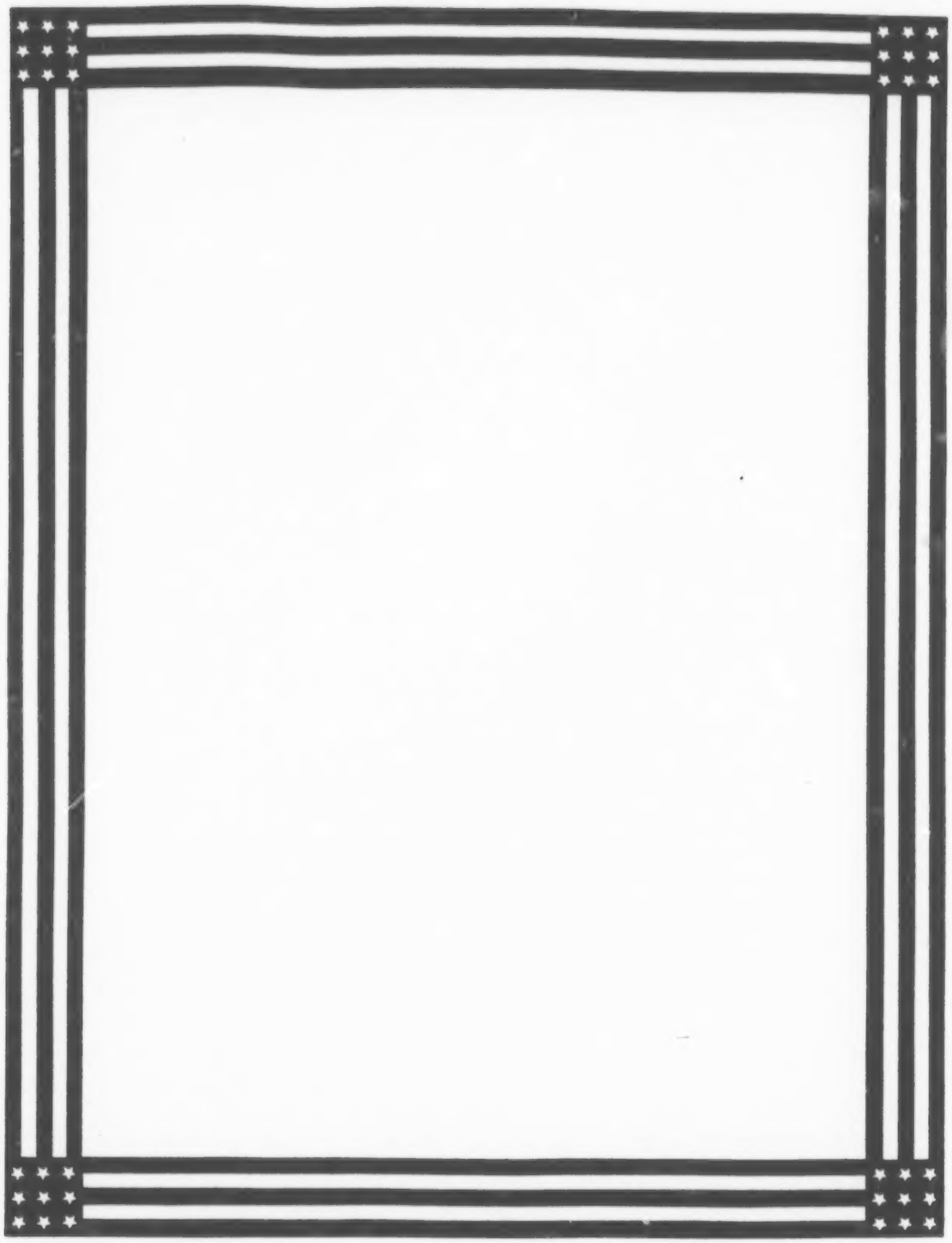
I LIVE IN ARLINGTON WORKBOOK, pages 30, 31, 32.

3) Students learn to read street maps to locate places in the school community. Have students locate specific streets, places, etc.

4) Take a walking tour of the surrounding neighborhood. Have students learn names of buildings, sites on tour. Students make note of street names and make map of area incorporating street names,etc. Point out how the streets in Arlington run - north and south of Arlington Blvd.; other streets have names that are in alphabetical order; others are in numerical order.

THE ARLINGTON COUNTY STREET SYSTEM GUIDE gives additional information regarding the background names of the streets. For example, Arlington streets were names after famous people such as Lord Fairfax, Longfellow, Culpeper; Indian heritage - Potomac, Tuckahoe, Ottawa; natural beauty - Carlin Springs, Four Mile Run, Little Falls; plantation names - Wakefield, Kenmore, Vacation Lane.

5) See **HERE TO STAY IN THE USA**, pages 37-48, for additional activities.



THIS IS MY SCHOOL BUILDING.

THIS IS MY CLASSROOM.

A MAP OF MY SCHOOL

...ASTER ENGINEERING DIVISION
...lington County
...Department of Public Works
...e Courthouse Plaza, Suite 706
...00 Clarendon Blvd.
...lington, VA 22201

SEND TO:

BELIEVE IT OR NOT: Arlington's Vermont Triangle Intersection once was featured by Ripley's *Believe It or Not*

— *By All Who Reads* —

Take Along a Free Map Of Arlington Streets

If you do get lost ... and the gas stations are closed and the guy on the corner never heard of Venable Street ... try consulting a map. Free tourist maps, with inset segments of the Washington central business district, are available at the Aurora Hills Visitors Center, 735 18th St. S. Commercial-oriented maps produced by the Arlington Chamber of Commerce are distributed free at most banks, savings and loans establishments, public libraries, recreation facilities, and the County office building lobby at One Courthouse Plaza, 2100 Clarendon Blvd.

Public Works street maps measuring 24x36 inches are available in Suite 813 of One Courthouse Plaza. One copy is free, additional copies are $1 each. To order by mail send a stamped self-addressed 9x12 inch envelope to Public Works, Suite 813, One Courthouse Plaza, 2100 Clarendon Blvd., Arlington, VA 22201. A map weighs 3½ ounces; check with the Post Office for third class rates.

You'll find it entertaining and informative to peruse an Arlington County street map.

The Arlington County Street System Guide

Five miles meandering with a mazy motion~
Coleridge — *Kubla Khan 1791*

This brochure is dedicated first to tourists and commuters to Arlington, especially those having trouble with streets mapped out on a township grid system where it pays to travel in enough on Second Avenue you're bound to intersect with Main Street. And secondly, it is dedicated to the many longtime Arlington residents who really admit they still can get lost on the county's streets.

You can get there from here ... when you understand the official Arlington County street naming system.

Yes there is such a system, and this brochure explains it. The system was adopted in 1934 as a county project of Arlington's new county manager form of government. A citizens committee studied the background of streets created in the Arlington area by the topsy turvy development of many unincorporated communities. The Arlington County Board implemented a system that eliminated the many duplicated street names (there were 10 Arlington streets and 11 Washington streets, for example), retained myriad historic names, and set the pattern for naming streets that remain in effect today.

Streets that run generally east and west are designated as roads, avenues, or courts. Streets that run generally north and south are designated as streets, drives, or places. Diagonal streets are designated as roads, terraces, or ways.

Generally, the numbered streets begin at the Washington, D.C. boundary and progress southward. Thus, 1st Street is the first street south of the District of Columbia, 2nd Street is the second street south of the District of Columbia, and so on. Numbered streets are designated as roads, courts, or places.

Named streets that run generally east and west are designated as roads, avenues, or courts. Named streets that run generally north and south are designated as streets, drives, or places. Diagonal streets are designated as roads, terraces, or ways.

Named streets that run generally east and west begin at the Potomac River and progress northward. Thus, Lee Highway is the first major east-west street south of the Potomac River, Arlington Boulevard is the second major east-west street south of the Potomac River, and so on. Named streets that run generally north and south begin at the Potomac River and progress eastward. Thus, Glebe Road is the first major north-south street west of the Potomac River, Arlington Ridge Road is the second major north-south street west of the Potomac River, and so on.

Named streets that run generally northeast and southwest are designated as roads, terraces, or ways. Named streets that run generally northwest and southeast are designated as roads, terraces, or ways.

Named streets that run generally east and west are designated as roads, avenues, or courts. Named streets that run generally north and south are designated as streets, drives, or places. Diagonal streets are designated as roads, terraces, or ways.

Named streets that run generally east and west begin at the Potomac River and progress northward. Thus, Lee Highway is the first major east-west street south of the Potomac River, Arlington Boulevard is the second major east-west street south of the Potomac River, and so on. Named streets that run generally north and south begin at the Potomac River and progress eastward. Thus, Glebe Road is the first major north-south street west of the Potomac River, Arlington Ridge Road is the second major north-south street west of the Potomac River, and so on.

Named streets that run generally northeast and southwest are designated as roads, terraces, or ways. Named streets that run generally northwest and southeast are designated as roads, terraces, or ways.

Arlington County Street-Naming System

An understanding of the system helps tourists and newcomers find their way around. Although there are some exceptions to each guideline, these are the pointers most helpful to remember.

You CAN Get There From Here

Arlington Boulevard Divides The North & South Sections Of The County ... except for the few streets between Fort Myer and Arlington Boulevard, which are designated North even though they are south of Arlington Boulevard.

North & South Designations Precede Named Streets And Follow Numbered Streets. Examples: North Lincoln Street, 31st Street South.

Named Streets Generally Run North South And Are Alphabetized Starting At The Potomac River. Progressing westerly, this is the alphabetizing sequence: (1) one syllable names, Ball Street to Wayne Street; (2) two syllable names, Adams to Woodrow; (3) three syllable names, Abingdon to Yucatan; and (4) four syllable names, with Arizona being the only street in this sequence.

Numbered Streets Generally Run East West, Parallel To Arlington Boulevard When Numbers Are Repeated, The Designation Sequence Is: Street, Road, Place. Numbered and named streets south of Arlington Boulevard are designated South, and are designated North when north of Arlington Boulevard. Starting at Arlington Boulevard, South numbered streets range from 1st Street South to 36th Street South. North numbered streets range from 1st Street North to 44th Street North.

The Designations Avenue, Circle, Highway, Lane, Parkway, Pike And Terrace Are Used Infrequently. Arlington has only one pike: Columbus Pike, which originally was a toll road. There are only three parkways: Spout Run, George Washington Memorial, and the I-66 highway is named Custis Memorial Parkway.

Boulevards, Drives And Roads Generally Are Diagonal, And Are Major Thoroughfares With Historic Names. Boulevards Usually Run East West And Drives Run North South. These traffic arteries are designated North and South when they appear on both sides of Arlington Boulevard: for example, North George Mason Drive and South George Mason Drive.

Named Roads Typically Follow Early Winding Routes And Are Excluded From The Alphabetized Pattern. Examples are Military Road (built through dense forest in only three days by Civil War federal troops), which wound toward the northern part of Arlington's ring of Civil War forts, and Old Dominion Drive, which follows an early electric railroad route (drive along its curving path and you can fairly feel the trolley car swaying).

What's in an Arlington Street Name? ~history~

...boy guided Arlington, reading an Arlington street map is like a ...d tour. On a history class when you start looking up half ...ered and unfamiliar names (try Dale and Rails for starters). Ari... 520 streets literally present a pageant of history.

H... Key Boulevard and Key Bridge were named for Francis Scott ...thor of the "Star Spangled Banner." *SCENE* Charming land ...call the land's natural beauty: Rock Spring, Carlin Springs, Little ...se Mile Run, Valley, Potomac. *PEOPLE* Indian origin street names: Potomac, Powhatan, Paxumuke, Tuckahoe, Tacoma, Kenmore, ...ee, and Ottawa. Pioneer family names adorn many street names: ...oberts, Dittmar, Marcey, Ball, Veatch, and Lorcom (for Dr. Joseph ...dhouse's two sons, LOReo and BasCOM). Famous names abound: Custis, Marshall, Harvard, Longfellow.

...NIAL MEMORIES Williamsburg Boulevard memorializes the ...capital. *SOUTHERN ELEGANCE* Gracious plantation and ...mes: Arlington, Wakefield, Abingdon, Kenmore. Vacation Lane ...opular street for summer retreat homes for Washington families. *...ITY* Fairfax Drive is named for Lord Fairfax, who inherited the ...a known as Fairfax County from his mother, Catherine Culpeper. ...is a Culpeper Street, too.

ROMANCE Romance and commerce blend in Rolfe and Powhatan streets. John Rolfe discovered how to cure tobacco and he also married Pocahontas, daughter of the famous Indian chief, Powhatan. *ADVENTURE* Columbus and Peary streets. *FAITH* Old time religion gave Glebe Road its name. A glebe was a rectory on farmland for a Church of England minister. *PROGRESS* Edison Street honors the great American inventor, and Walter Reed Drive honors the Army surgeon whose research conquered yellow fever. Shirley Highway: Virginia's first limited access highway, was named in 1942 for Virginia Highway Commissioner Henry G. Shirley, internationally recognized master roadbuilder. *WAR & PEACE* Many street name signs commemorate war stories: Liberty, Fort Myer, Fort Scott, Lee, Pershing, Stuart, Yorktown, Richmond. *DRAMA* Patrick Henry Drive: Give me liberty or give me death.

POLITICS Statesmen are remembered on many corners: Bryan, Randolph, George Mason, Dinwiddie, Franklin, Hamilton, Hancock. Jefferson Davis Highway commemorates the Confederate President. And the names of 23 U.S. presidents through Woodrow Wilson dignify numerous street name signs. That is, all but Chester Alan Arthur, James K. Polk, and John Tyler. An oversight? Insufficient alphabetizing space? Or *just politics?*

About the Cover

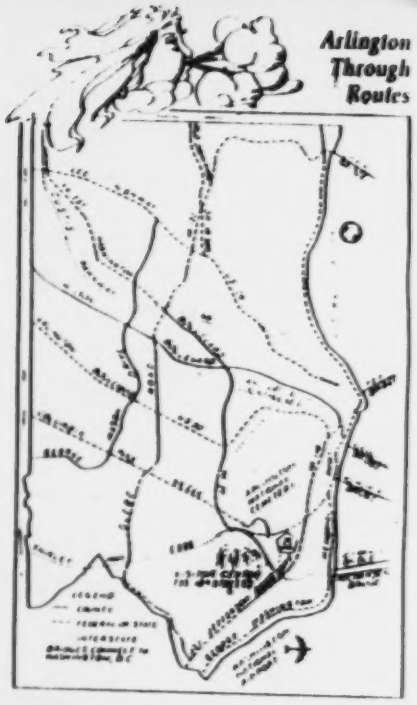
...reproduction of the original 1793 topographical map of the Ter... of Columbia shows Arlington County (in the color inset) when ...a part of the Federal District established by Congress in 1790. ...ame was changed to the City of Washington in 1791 and to the ...t of Columbia in 1801. President George Washington appointed ...an surveyor Andrew Ellicott (1754-1820) to survey the bounds ...10 mile square territory. The project was begun in February 1791 ...completed in 1793. Of the original 40 boundary stones, 38 still are ...e at or near their original sites of one mile intervals.

...part of Fairfax County ceded by Virginia to the Federal District ...as known as Alexandria County, and it included the Town of ...dria. The town became a city independent from the county in ...Arlington County was created in 1920 to avoid confusion between ...y and county of Alexandria, with its name inspired by the reverted ...ton estate. *Arlington streets still conform to the topography ...on Ellicott's map.*

BLOCK NUMBERS ON NUMBERED STREETS

200 BALL	2100 TAFT	3700 NELSON	5400 HARRISON
300 CLARK	2200 TAZEWELL	3800 OAKLAND	5500 IRVING
400 DALE	2300 VOLLEY	3900 PULLARD	5600 JEFFERSON
500 EADS	2400 WILDER	4000 QUINCY	5700 KENSINGTON
600 FERN	2500 ADAMS	4100 RANDOLPH	5800 LEXINGTON
700 GRANT	2600 BARTON	4200 STAFFORD	5900 MADISON
800 HAYES	2700 CLEVELAND	4300 TAYLOR	6000 NORTHAMPTON
900 IVES	2800 DANVILLE	4400 UTAH	6100 OHIO
1000 JOYCE	2900 EDISONIA	4500 VERMONT	6200 POWHATAN
1100 KENT	3000 FAIRFAX	4600 WAKEFIELD	6300 QUANTICO
1200 LYNN	3100 GARFIELD	4700 ABINGDON	6400 ROSSLYN
1300 MEADE	3200 HARTFORD	4800 BUCHANAN	6500 STAFFORD
1400 NASH	3300 IRVING	4900 CHESTERFIELD	6600 TUCKAHOE
1500 OAK	3400 JACKSON	5000 DINWIDDIE	6700 UNIONVILLE
1600 PERSHING	3500 KENMORE	5100 ELMORE	6800 VAN BUREN
1700 QUINCY	3600 LEE	5200 FREDERICK	6900 WESTMORELAND
1800 RUFFIN	3700 MILTON	5300 GREENBRIER	7000 ARLINGTON
1900 SCOTT			

SOUTH AND WEST SIDES ARE EVEN-NUMBERED



~remember~

NUMBERED & NAMED STREETS ARE NOT THROUGH ROUTES

Only a few very short streets in the northwestern part of the county are unbroken in continuity. The majority of numbered and named streets have some blocks of continuity interruption. However, North and South designations - with Arlington Boulevard as the dividing line - hold true. Generally, only Boulevards, Drives, Highways and Roads cross the county in unbroken continuity.

The Dwelling Numbering System Parallels the Street-Naming System

For example, a block between 1st and 2nd streets (North or South) would be the 100 Block. Between 16th and 17th streets it would be the 1600 Block.

Published By The Arlington County Department Of Public Works
First Printed 1984, Revised 1990

N. E. Husk, Jr., *Acting Director*
William C. Scruggs, *Chief, Traffic Engineering Division*
Anton S. Gardner, *County Manager*

Carol Mason, *Editor*

CONCEPT #11: TRANSPORTATION HELPS PEOPLE IN A COMMUNITY TO GET AROUND

LANGUAGE STRUCTURES

Continue with present and present continuous tenses.

STUDY SKILLS

Interpret information from a film/video.

Interpret information from a map.

VOCABULARY

Types of land, air, and water transportation: airplane, helicopter, boat, car, train, bus, truck, metro, etc.

Vocabulary specific to each kind of transportation:
metro, platform, fare card, subway car, attendant, etc.

CONCEPT #11: TRANSPORTATION HELPS PEOPLE IN A COMMUNITY TO GET AROUND

1) Ask students how they get to school - walk, ride bike, drive, take bus. What are some other types of transportation? train, plane. List students' responses on the board and classify into land, air and water transportation. Students can find pictures or make pictures that illustrate the different types of transportation.
See **I LIVE IN ARLINGTON WORKBOOK,** pages 37-40.

2) Talk about transportation in community - bus, metro, car, etc. Introduce vocabulary terms like pedestrian, driver, passenger. Who needs to take these different forms of transportation. Do a positive and negative chart about each form. For example,

TRANSPORTATION	POSITIVE	NEGATIVE
car	**quiet, clean**	**find place to park**
metro	**fast**	**noisy**

3) Take a walking tour of neighborhood to locate different transportation routes : bus stops, metro stops. If possible, give students bus and metro maps so they can figure out how to get to certain destinations. Teach go straight, turn right, left, etc.

4) List all words that pertain to transportation: **street, road, boulevard, two lane, 4 land highway, traffic circle, etc.**

5) Talk about transportation rules. See if students can find examples of these transportation rules as they walk around the neighborhood. For example, speed rate, stop signs, lights, etc. Talk about these different road rules. Compare to family, class and school rules. It might be fun to construct board games that incorporate these rules. For example, **"You landed on a red light. You lose a turn. You have a green light. Go ahead three spaces."**

6) Students complete **Activity Sheet: TRANSPORTATION IN OUR COMMUNITY.** Students can list and classify different kinds of transportation found in Arlington.

CONCEPT #11 (CONTINUED): TRANSPORTATION HELPS PEOPLE IN A COMMUNITY TO GET AROUND

7) Show students **ACT Video -Transportation.** Contact ESOL/HILT Department for further information about video.

8) Contact ESOL/HILT for elementary guide **TRANSPORTATION** for additional suggestions about this topic.

9) It may be appropriate for high school students to learn about the Division of Motor Vehicles and how to obtain a Driver's License.

MATERIALS FOR TEACHING TRANSPORTATION:

- **Northern Virginia Connecting Transit Systems Map** is a visual depiction of Arlington and neighboring Fairfax areas. Students can see key metro stops, and recognize important surrounding communities.

- **Metro System Pocket Guide** is in English and Spanish. Students can learn the color codes of the metro system and can practice how to find destinations.

- **All About the Metro System** is a large wall map with the color codes of the different lines. In addition, there is a chart to compute the fares between destination using peak and off-peak figures. Students can use the chart to calculate fares from one station to another.

10) If possible, walk students to a metro station to read maps, how to purchase fare cards, etc. It would be beneficial if each student could purchase a fare card and ride the metro to a destination. Teacher can introduce many new vocabulary terms such as station, platform, rush hour, non-rush, etc. This might be done as a field trip to a museum in Washington D.C.

METRO INFORMATION KIT:

77 This kit contains a metro information magazine, maps, safety tips, and information about computing fares. Metro personnel can be contacted for school visits.

CONCEPT #11 (CONTINUED): TRANSPORTATION HELPS PEOPLE IN A COMMUNITY TO GET AROUND

11) Students learn about different neighborhoods in Arlington such as Ballston, Clarendon, Rosslyn, Glencarlyn, Barcroft, Cherrydale, etc. Neighborhoods are important areas in a community. The community is called Arlington, but there are different sections or areas in Arlington.
Teacher asks students which neighborhood they live in.
Students can go home and draw a map of their neighborhood incorporating street names, pictures of houses, metro stops, etc.

Use large **Arlington County Neighborhood Map** so students can see these different neighborhoods and their locations. Students can point to area where they live and find surrounding sites, streets, etc. Students can talk about how close or how far they are from each other. Have students tell important things about their neighborhoods and what makes each neighborhood unique. Students can learn how different neighborhoods make up Arlington.

Compare **Arlington County Neighborhood Map** to World Map. Compare/contrast with students so they understand the importance of each kind of map and how each one gives us information. Also discuss map scale.

Reading: I LIVE IN ARLINGTON TEXT, Chapter 11, "How Do We Travel?"

See HERE TO STAY IN THE USA, pages 109-120 , for additional activities.

Name _____

Transportation in Our Community

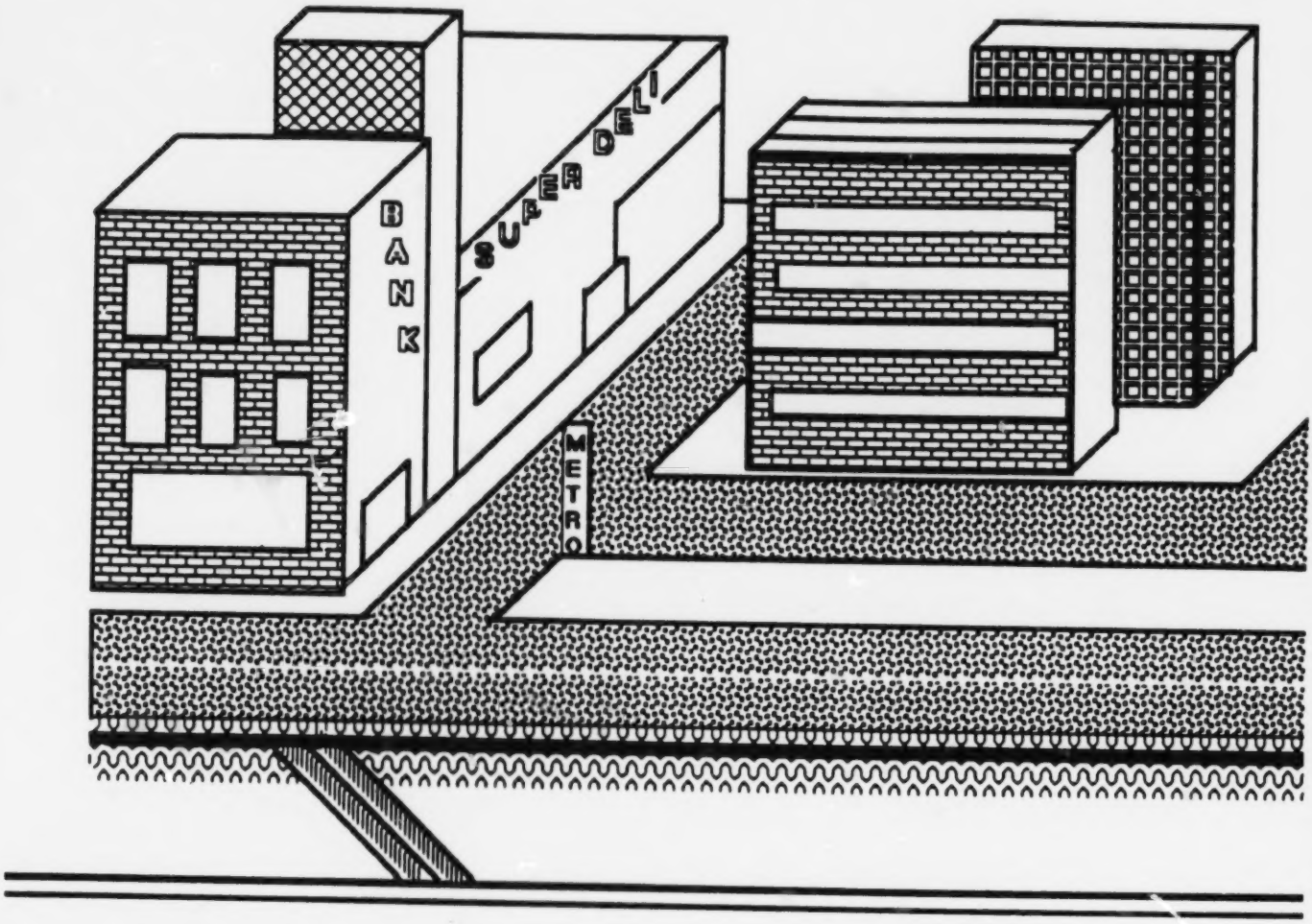
Kinds of Transportation	A Land	B Air	C Water	D Near School	E I have used:
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

I learned that _____

_____.

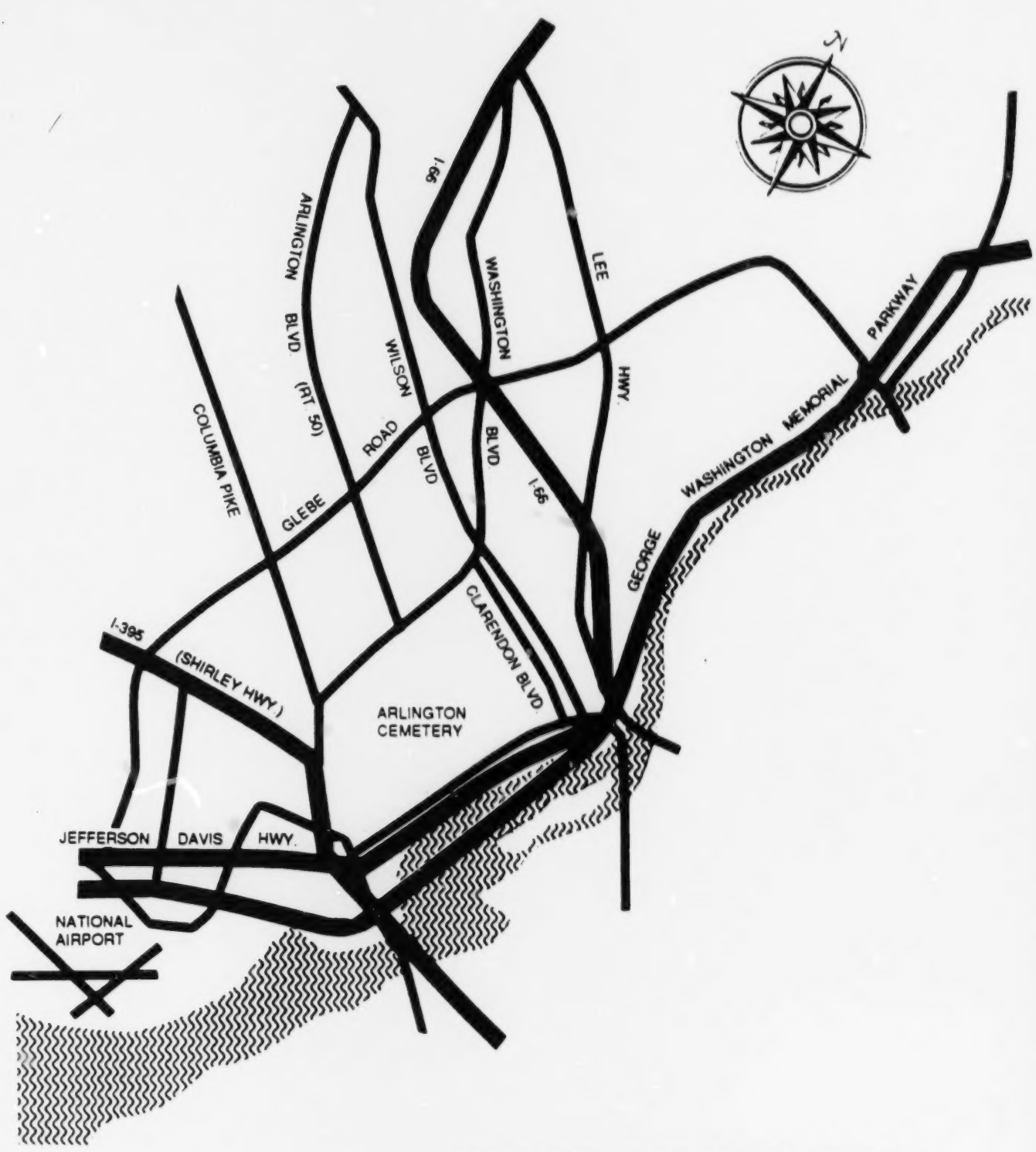
Objective: Learner IO: Classify kinds of transportation in the

PUBLIC TRANSPORTATION



1. Color, cut out and paste the *bus*, *taxi*, and *airplane* in the picture above.

2. Draw our subway, METRO, under the street.



ARLINGTON'S MAIN ROADS

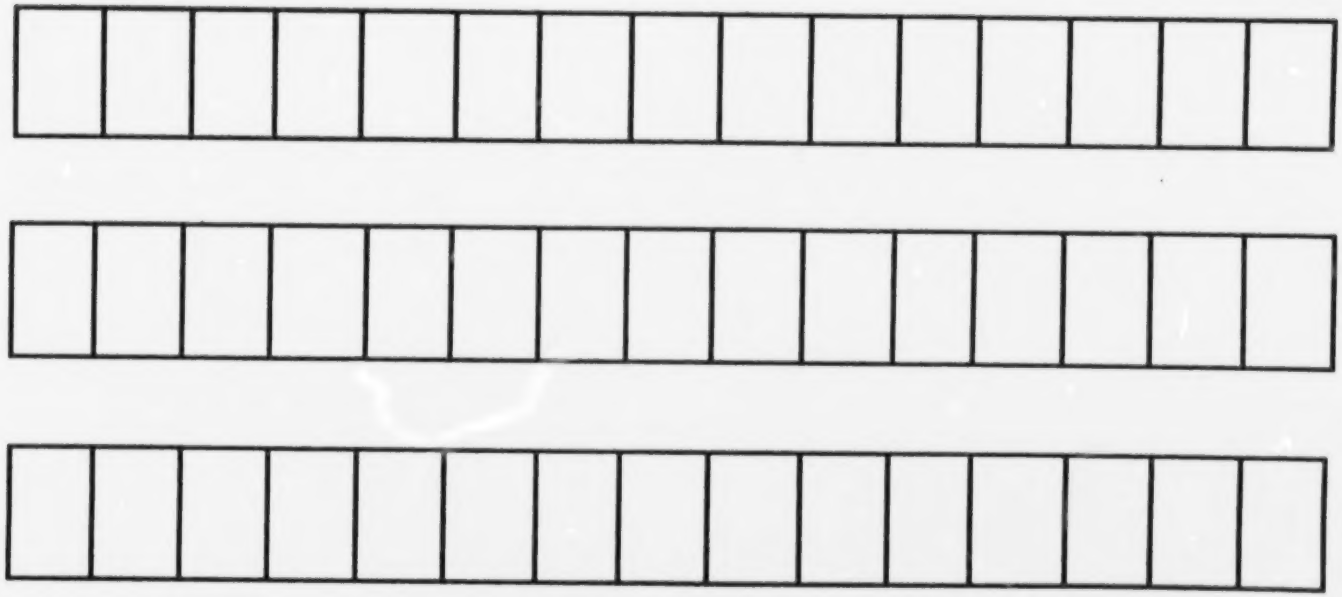
I Live in Arlington Workbook, page 38
Arlington Public Schools
Social Studies Department

HOW WE GET TO SCHOOL

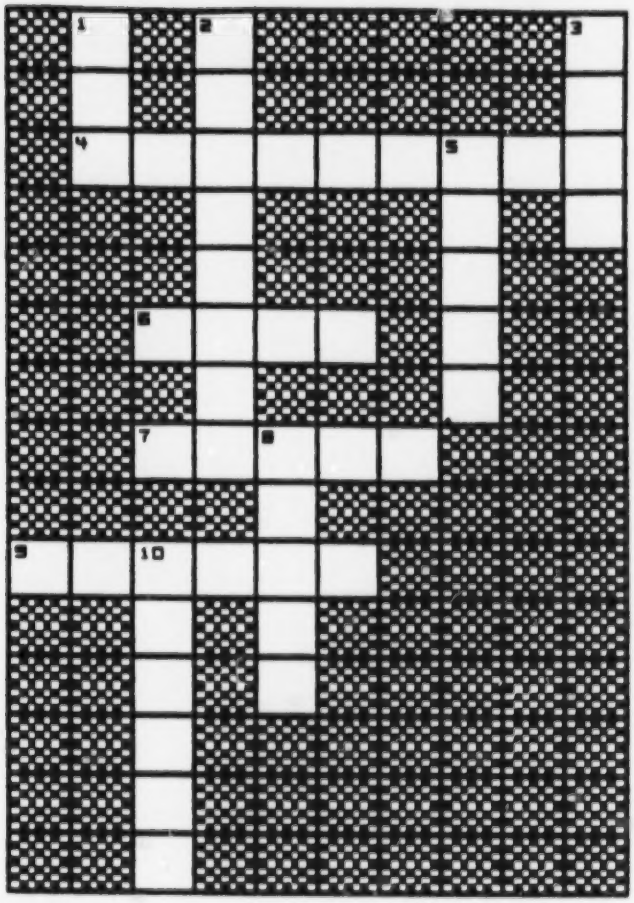
WALK

BUS

CAR



TRANSPORTATION



ACROSS CLUES

4. a public passenger car that runs on rails
6. a public passenger car
7. the rapid transit system in our area
9. an underground train

DOWN CLUES

1. a motor vehicle that can carry many children to school
2. a means of travel in the air
3. automobiles
5. something built by man for boats to travel on
8. railroad cars
10. a road crossing on a river

I Live in Arlington Workbook, page 40
Arlington Public Schools
Social Studies Department

Metro System Time and Fare Information

To ride Metrorail, you must use a farecard to enter and exit the system. Each person must have a farecard. Farecard vendors, located in every station, accept nickels, dimes, quarters, $1 and $5 dollar bills. Some vendors also accept $10 and $20 dollar bills. No change is available in stations. Fares are based on the time of day and the distance traveled and are posted in buses and stations. Peak hours: 5:30 AM - 9:30 AM and 3 PM - 7 PM Monday through Friday. Non-peak hours are all other times and Federal holidays. Up to two children age 5 and younger travel free with a paying customer. To make your trip more convenient, purchase sufficient fare for a roundtrip. You must have exact fare to ride a Metrobus. Operators do not make change.

Metrorail Hours of Operation

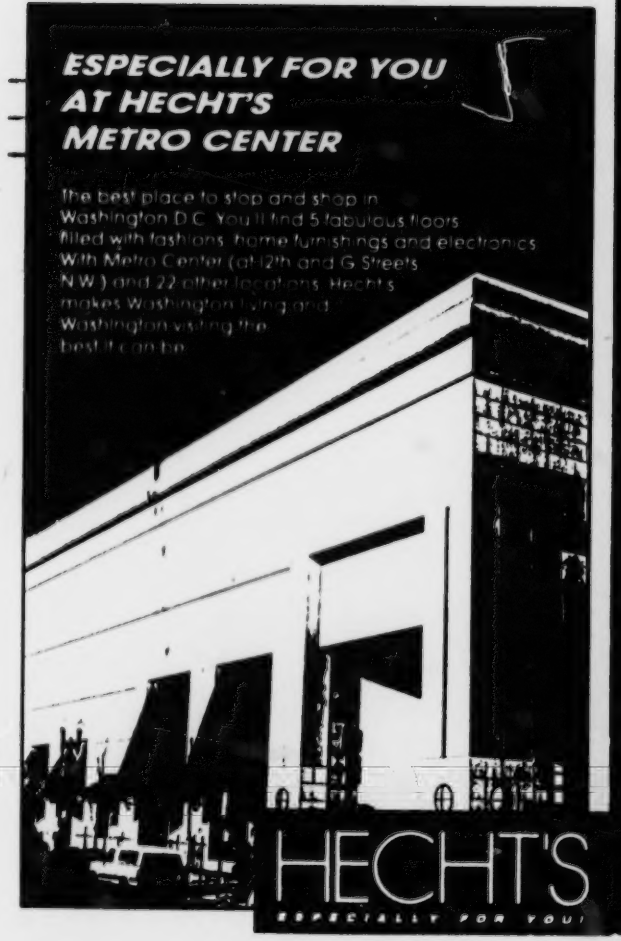
Monday through Friday .... 5:30 AM until Midnight
Saturday ..... 8 AM until Midnight
Sunday ..... 10 AM until Midnight
Last trains leave some stations prior to midnight. See times posted in stations.

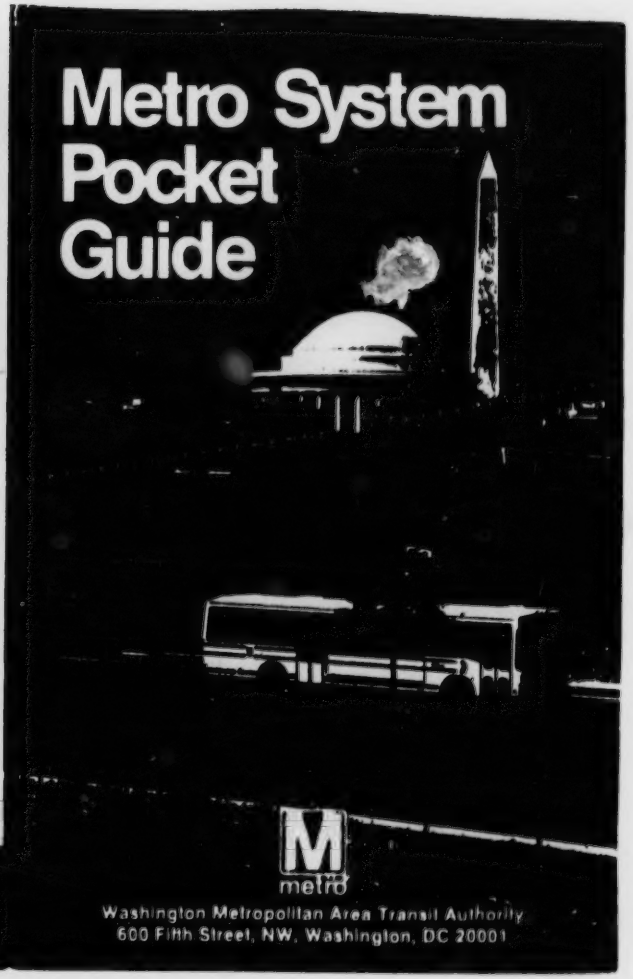
Metro System Phone Numbers

Bus/Rail Information, timetables and parking, 637-7000 (TDD 638-3780) 6 AM to 11:30 PM, seven days a week.
Transit Police 962-2121. Lost and Found 962-1195.

Metro System Holiday Schedule

Holiday	Metrorail	Metrobus
New Year's Day	10A-12M	Sunday
MLKing's Day	5:30A-12M	Saturday
President's Day	5:30A-12M	Saturday
Memorial Day	8A-12M	Sunday
Fourth of July	8A-12M	Saturday
Labor Day	8A-12M	Sunday
Columbus Day	5:30A-12M	Saturday
Veterans Day	5:30A-12M	Saturday
Thanksgiving Day	10A-12M	Sunday
Christmas Day	10A-12M	Sunday

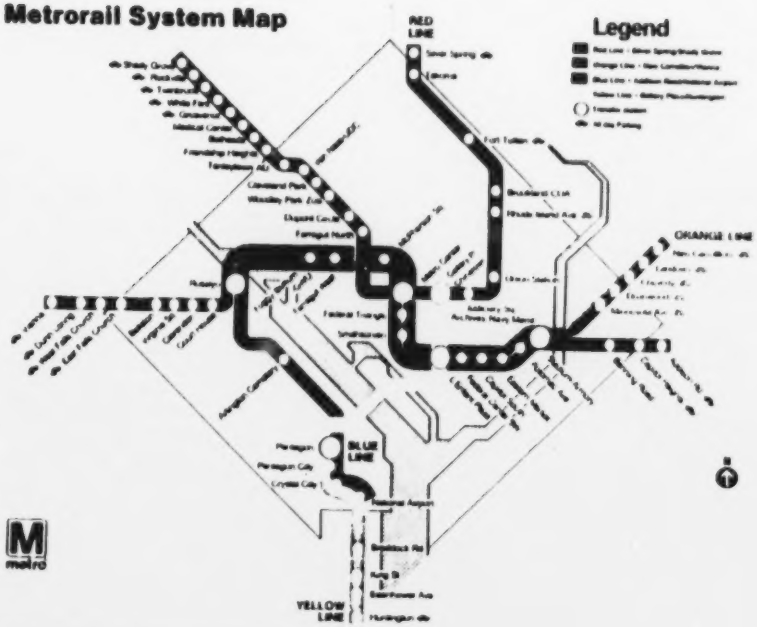

ESPECIALLY FOR YOU
AT HECHT'S
METRO CENTER
The best place to stop and shop in
Washington D.C. You'll find 5 fabulous floors
filled with fashions, home furnishings and electronics
With Metro Center (at 12th and G Streets
N.W.) and 22 other locations, Hecht's
makes Washington living and
Washington visiting the
best it can be.
HECHT'S
ESPECIALLY FOR YOU!



Points of Interest

Adams Morgan Area	• Metrobus
American University	• Metrobus
Arena Stage/Waterfront	• Metrobus
Arlington House (Custis-Lee Mansion)	• Arlington Cemetery
Arlington Visitors Center	○● Pentagon City
Bethune Museum Archives	•• McPherson Square
Botanical Gardens	•• Federal Center SW
Bureau of Engraving & Printing	•• Smithsonian
Capitol Building	•• Capitol South
Capitol Children's Museum	• Union Station
Catholic University	• Brookland CUA
Chinatown	○● Gallery Pl Chinatown
Constitution Hall	•• Farragut West
Convention Center	••• Metro Center
Corcoran Gallery	•• Farragut West
D.C. Armory/Starplex	•• Stadium Armory
Federal Bureau of Investigation	••• Metro Center
Folger Shakespeare Library of Congress	•• Capitol South
Freer Gallery	•• Smithsonian
Gallaudet College	• Metrobus
Georgetown Area	• Metrobus
George Washington University	•• Foggy Bottom GWU
Hirshhorn Museum and Sculpture Garden	○•• L'Enfant Plaza
Howard University	• Metrobus
House Where Lincoln Died	••• Metro Center
Iwo Jima Memorial	•• Rosslyn
Kennedy Center	•• Foggy Bottom GWU
Lincoln Memorial	• Metrobus
Lisner Auditorium	•• Foggy Bottom GWU
Martin Luther King Memorial Library	○• Gallery Pl Chinatown
Masonic Temple	○ King Street
National Academy of Sciences	•• Foggy Bottom

Metrorail System Map



National Air and Space Museum	○•• L'Enfant Plaza
National Aquarium	•• Federal Triangle
National Archives	○ Archives Navy Memt
National Building Museum	• Judiciary Square
National Cathedral	• Metrobus
National 4-H Center	• Metrobus
National Museum of African Art	•• Smithsonian
National Museum of American Art	•• Smithsonian

National Gallery of Art	○ Archives Navy Memt
National Geographics Society	• Farragut North
National Institutes of Health	• Medical Center
National Portrait Gallery	○• Gallery Pl Chinatown
National Presbyterian Center	• Tenleytown AU
National Shrine of the Immaculate Conception	• Brookland
National Zoo	• Woodley Park Zoo

Phillips Gallery	• Dupont Circle
Renwick Gallery	•• Farragut West
RFK Stadium	•• Stadium Armory
Smithsonian Castle Building	•• Smithsonian
State Department	•• Foggy Bottom
Ticketplace	••• Metro Center
Torpedo Factory Art Center	* Metrobus
University of D.C.	• Van Ness UDC
Vietnam Veterans Memorial	* Metrobus
Washington Monument	•• Smithsonian
White House	•• McPherson Square
Woodrow Wilson House	• Dupont Circle

Shopping

Ballston Common	• Ballston
Connecticut Avenue	• Farragut North
Congressional Plaza	• Twinbrook
Crystal City Underground	○• Crystal City
Downtown	••• Metro Center
L'Enfant Plaza	○•• L'Enfant Plaza
Mazza Gallerie/Chevy Chase	• Friendship Heights
Pavilion at the Old Post Office	•• Federal Triangle
Shops at National Place	••• Metro Center
White Flint	• White Flint

• Yellow Line Station • Orange Line Station
• Blue Line Station • Red Line Station

* A convenient Metrorail to Metrobus connection will take you here

Trip Planning

Metro representatives can assist in planning all your recreational or business trips. Call 637-7000 (TDD 638-3780) for routings to the points listed here or for anywhere you want to go in the Washington area.

SAMPLE FARECARD

CONCEPT #12: A COMMUNITY PROVIDES JOBS FOR ITS MEMBERS

LANGUAGE STRUCTURES

Present tense

STUDY SKILLS

Use sources to get information about a topic. (Students use newspapers, magazines, etc. to find examples of occupations.)

Take notes, ask questions of a class speaker.

Construct a booklet. Include title, author, table of contents, page numbers, illustrations.

VOCABULARY

Occupations: clerk,cashier, doctor, nurse, teacher, mechanic, sanitation worker, construction worker, repairman, mail carrier, etc.

CONCEPT #12: A COMMUNITY PROVIDES JOBS FOR ITS MEMBERS

1) Talk to students about different occupations. Have students talk about what they or their parents do. Students can also tell their parent's occupations in native country.

My father works in a restaurant. He is a cook.
My mother works in a hospital. She is a nurse.
I go to school. I am a student.

2) Have students learn about different occupations in a community.
Students illustrate jobs and what the people do. This would be a good time to reinforce present tense, especially third person singular.

He repairs cars.
She works in a school.

3) Why do communities need these people?

People need doctors and nurses when they are sick.
People need salespersons to buy things in a store.
People need teachers to learn new things.
People need construction workers to build houses.
People need mechanics to fix cars.

4) See **BEGINNING SOCIAL STUDIES FOR SECONDARY STUDENTS, "PEOPLE IN OUR COMMUNITY" AND "COMMUNITY HELPERS AND THE TAYLOR FAMILY"** for additional reading and follow-up activities.

5) Students can complete **Activity Sheet: Goods and Services**
Part I: Students list the names of these goods. Then they discuss where they would buy the goods in the community.
Part II: Students write where they would find each of these people working.

6) See **BEGINNING SOCIAL STUDIES FOR SECONDARY STUDENTS:**
"MAKING AND GETTING GOODS: PAST AND PRESENT"
"COMMUNICATION: PAST AND PRESENT"
"TWO FAMILIES"

7) **Community Members Project:** Students make a list of all the occupations they encounter after school. For example, they go to Giant and they see stockpersons, cashiers, managers, etc. If they don't know the name, they illustrate what they person does.
The following day, the class learns more occupations from this discussion.

See **I LIVE IN ARLINGTON WORKBOOK**, pages 27-29.

CONCEPT #12 (CONTINUED): A COMMUNITY PROVIDES JOBS FOR ITS MEMBERS

8) Have students talk about what careers they are interested in when they get older. They can write sentences about the career and why they want to pursue it.

9) Prepare 3x5 index cards with an occupation on each card. Divide the class into team teams and have the teams alternately select an occuption card and pantomine the occupation. The team first to recognize the occupation scores a point.

10) Bring in newspapers and magazines. Have students make a collage of pictures depicting people at work.

11) Hold a **"Neighborhood Worker Week"** and invite people who work in the community to your classroom. Use a different occupation each day and have them tell the students about their jobs. Discuss how their jobs help the neighborhood. This can also be done with the different jobs of school workers.

What does the worker do?
What are the responsibilities of the job?
Who does this worker help?
When and where does this person work?
What training did this person have?

12) For high school students, invite the **Job Placement Counselor** to class to give information regarding jobs; social security, work permit, etc. Students can write "thank you" letter after the presentation.

13) Make a book titled, **Jobs, A to Z.** Illustrate or cut out pictures to show jobs that begin with each letter of the alphabet.

CONCEPT #12 (CONTINUED): A COMMUNITY PROVIDES JOBS FOR ITS MEMBERS

14) Find neighborhood construction going on near the school. Visit the site and have students name all the different jobs that people are doing. Discuss how the new construction would change the neighborhood.

Reading: **I LIVE IN ARLINGTON TEXT**, Chapter 6, "What Kinds of Goods and Services Do We Need In Arlington?"

I LIVE IN ARLINGTON TEXT, Chapter 7, "Where Do We Work?"

See **HERE TO STAY IN THE USA**, pages 61-83, for additional activities.

Show **ACT VIDEO: "HELP WANTED"**
"PERSONAL CHECKING"
Sample lesson plans follow this chapter.

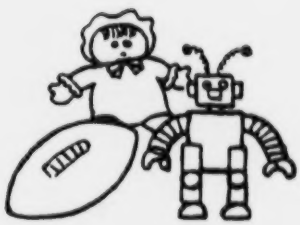
Name _____

Goods and Services

Part I

1. _____

2. _____



3. _____

4. _____

5. _____

6. _____

Part II

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

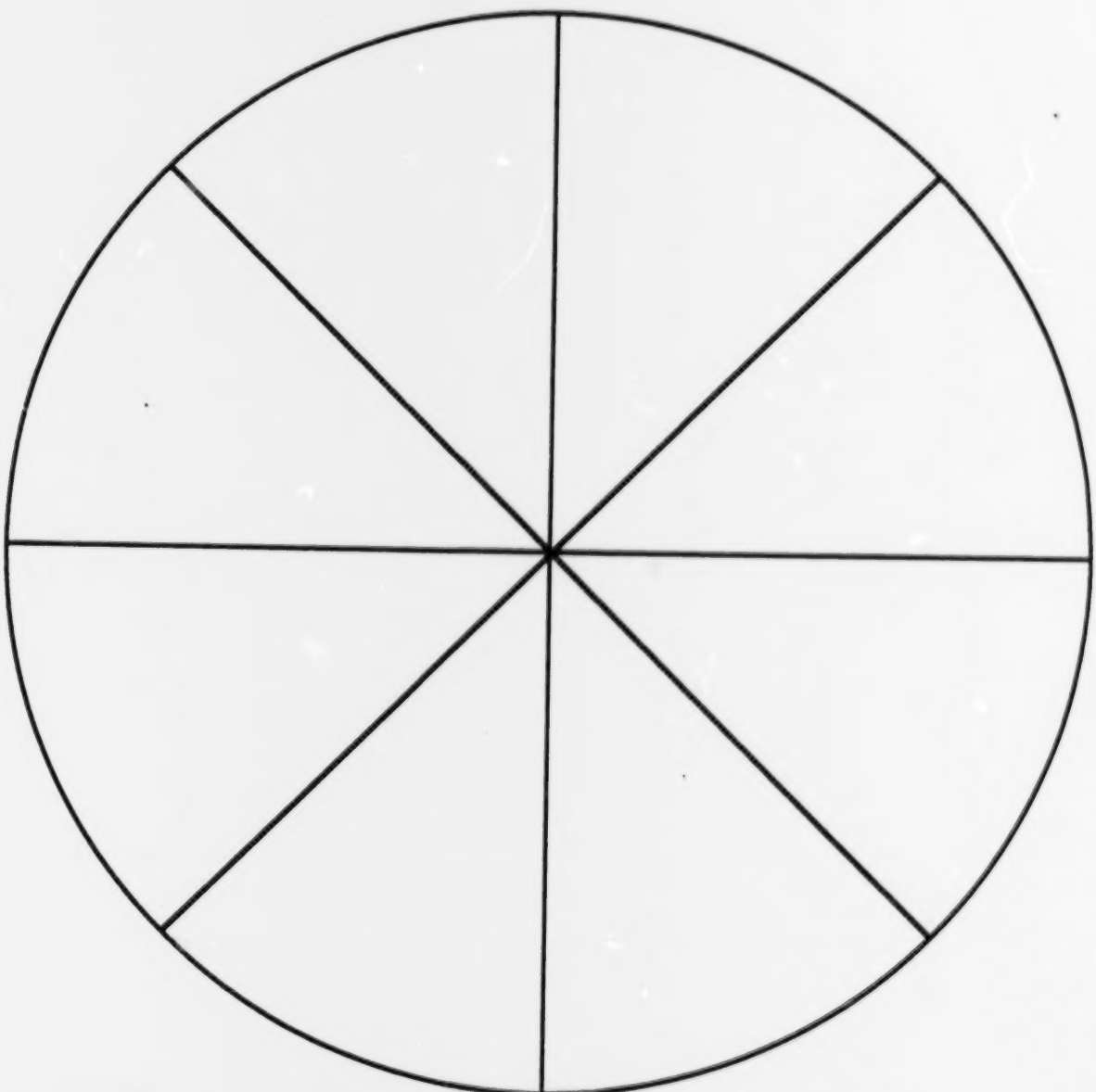
If you have time: Draw a picture of another worker providing a service. Draw it on the back of this paper.

MAKING YOUR OWN PIE GRAPH

DIRECTIONS: With the help of your teacher you are going to make a pie graph. Everyone in your class will tell the job one adult in his family does.

To begin you fill in the graph putting a different job in each space. Try to group all the same jobs together.

Use a different color for each job and shade in your graph.



I Live in Arlington Workbook, page 27
Arlington Public Schools
Social Studies Department

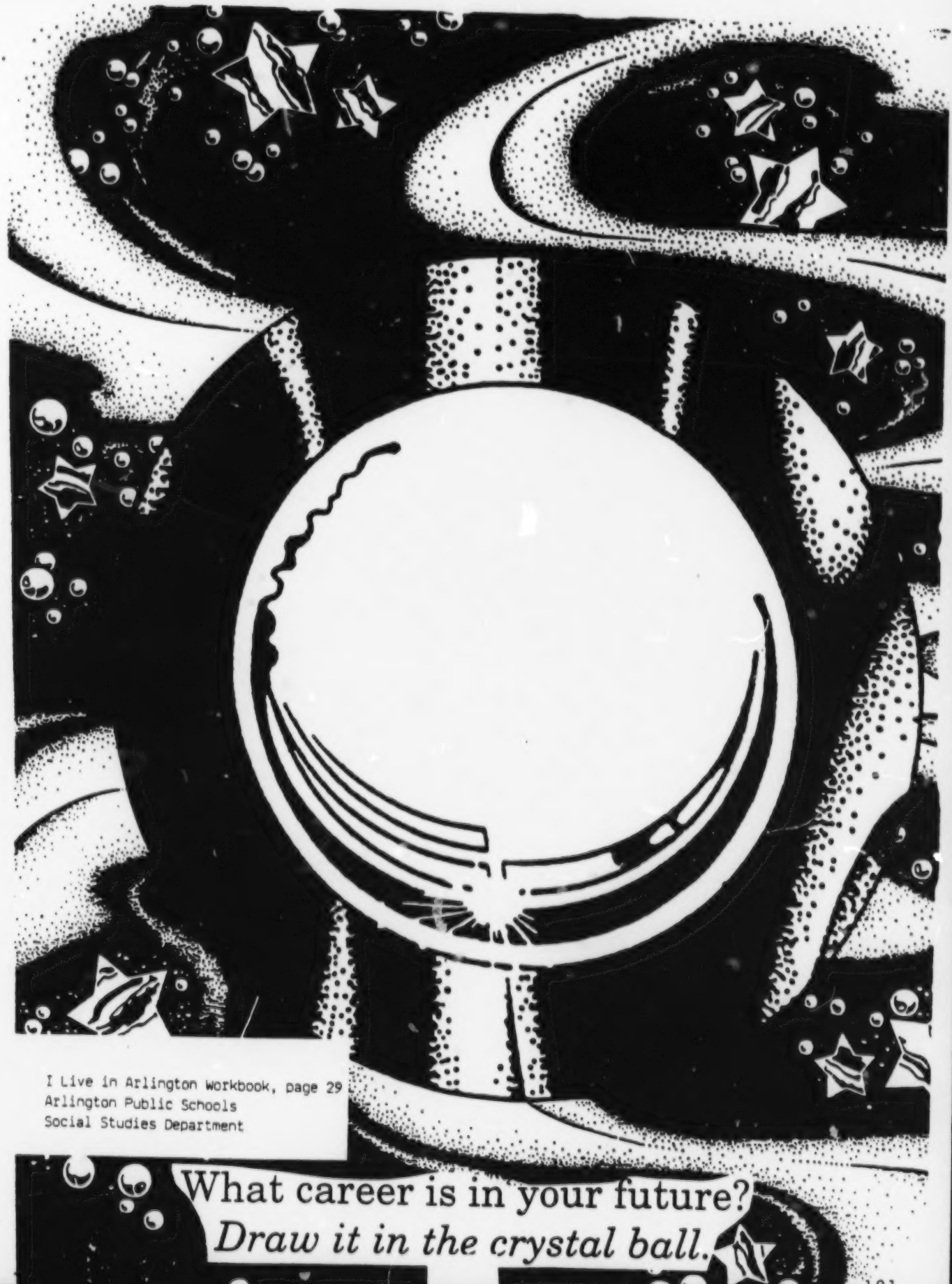
ROOM 112
Mrs. Jones
1st Grade

WORKERS WHO HELP US

1. Some workers keep us healthy. Find two of them. Put a ☐ on them.

2. What workers help us learn? Put a ◯ on them.

3. Some workers keep us safe. Put a △ on them.



I Live in Arlington Workbook, page 29
Arlington Public Schools
Social Studies Department

What career is in your future?
Draw it in the crystal ball.

HELP WANTED

Concept: Job Hunting is a 3-Step Process:

1. Finding Job Openings
2. Applying for the Job
3. Interviewing with the Employer

Designed Primarily for Non-Native English Speakers

To Accompany Arlington Community Television Videotape
"Help Wanted"

Materials: Videotape, Classified Ads, Job Applications, Various Help Wanted Signs

ARLINGTON COMMUNITY TELEVISION
3401 FAIRFAX DRIVE
ARLINGTON, VIRGINIA 22201
703-524-2388

HELP WANTED

Concept: Job-Hunting in a 3-Step Process
1. Finding job openings
2. Applying for the Job
3. Interviewing with the Employer

I. MOTIVATION

A. Create the Experience

Instructor encourages students to think about jobs they would like to do by discussing jobs they do now and jobs they would like to have.

B. Reflect on the Experience

Instructor elicits ideas from students on how they found or would find a job. Students will begin to view the job hunt as a systematic process.

II. INFORMATION

A. Integrate Reflections Into Concepts

Students view the videotape in which they become familiar with the components of job hunting.

B. Present and Develop Concepts and Theories

Instructor teaches:

1. How to read the Classified Ads
2. Signs soliciting help
3. Filling out sample job applications
4. What to say when inquiring about a job
5. Interviewing
   A. Most commonly asked questions
   B. Appropriate responses

III. PRACTICE

A. Practice and Reinforce New Information

Students practice locating and reading specific want ads, reading signs, and filling out job applications using a sample application (as practice in taking their own sample application to job inquiries).

B. Personalize the Experience

Students role play:

1. Inquiring about a job after seeing an ad or sign (by phone and in person)

2. Interviewing

3. Phoning to see if any hiring decision has been made

IV. APPLICATION

A. Develop a Plan for Applying the New Concepts

Students utilize newly-learned strategies by coming up with 10 job leads, inquiring about the jobs, and going on interviews

B. Do It and Share With Others

Students share their experiences with the class, i.e. what went right, what went wrong, etc.

Prepared by Robin Ann Liten

Adapted from The 4MAT System: Teaching to Learning Styles with Right/Left Mode Techniques, by Bernice McCarthy, EXCEL, Inc., Ill., 1980.

PERSONAL CHECKING

Concept: A Personal Checking Account Is A Safe And Convenient Way to Handle Your Money

Designed Primarily for Non-Native English Speakers

To Accompany Arlington Community Television Videotape "Personal Checking"

Materials: Videotape, Sample Checkbook, Deposit Slips, Monthly Statement

ARLINGTON COMMUNITY TELEVISION
3401 FAIRFAX DRIVE
ARLINGTON, VIRGINIA 22201
703-524-2388

PERSONAL CHECKING

Concept: A Personal Checking Account Is A Safe And Convenient Way to Handle Your Money

I. MOTIVATION

A. Create the Experience

Students view the first few minutes of the videotape in which the man receives his paycheck, but cannot cash it and use it to pay his bills.

B. Reflect on the Experience

Instructor elicits students' suggestions on how the man might solve his problem. What do the students do with their paychecks? How do they pay their bills or send money to their countries? Instructor suggests that in the U.S. money is commonly handled in the form of a check, and goes through a bank. Students discuss their experiences with banks in their native countries.

II. INFORMATION

A. Integrate Reflections Into Concepts

Students view videotape introducing them to the personal checking system.

B. Present and Develop Concepts and Theories

Instructor teaches the specifics of personal checking:

1. Opening an account and filling out the bank application
2. Filling out a deposit slip
3. Writing a check
   a. Filling in the check register
   b. Writing the check
4. Reading the monthly statement

III. PRACTICE

A. Practice and Reinforce New Information

Students practice check-handling skills:

1. Filling out bank applications
2. Filling out deposit slips for various amounts
3. Writing checks for various amounts and writing them in the register
4. Reading monthly statements

B. Personalize the Information

Students practice skills in "real life" situations. Role play entering a bank with a "paycheck" and opening an account. After showing two picture id's and proof of address, students fill out two bank id cards.

Students are given a stack of "checks" with a register and deposit slips, checks made out to them, and bills marked "Gas", "Electricity", "Telephone", etc. Students fill in the check register and either write checks or deposit slips. Instructor can then make up "monthly statements".

Role play using their checks to make purchases at a store.

IV. APPLICATION

A. Develop a Plan for Applying the New Concepts

Students identify banks they could use near their homes or jobs. Students gather the necessary documents and open an account.

B. Do It and Share With Others

Students discuss their feelings about using their checking accounts. In which ways is it more convenient for them? Have they discovered other uses for checks besides those in the video?

Representatives from one or two banks can come and describe other bank services, such as loans and savings accounts. Students discuss their other banking needs.

Prepared by Robin Ann Liten
With the assistance of Emma Violand de Hainer

Adapted from The 4MAT System: Teaching to Learning Styles with Right/Left Mode Techniques, by Bernice McCarthy, EXCEL, Inc., Ill., 1980.

CONCEPT #13: A COMMUNITY PROVIDES SERVICES FOR ITS MEMBERS

LANGUAGE STRUCTURES

Review language structures studied so far.

STUDY SKILLS

Visit a library to learn more about sections in a library, how to find a book, etc.

VOCABULARY

library, hospital, police station, fire station, churches, trash disposal,stores, post office.

CONCEPT #13: A COMMUNITY PROVIDES SERVICES FOR ITS MEMBERS
(A follow-up to prior concept "A community provides jobs for its members.)

1) On a map, have buildings which represent hospitals, clinics, libraries, schools, churches, trash disposal, police and firefighters, etc. Have students think about these places and how the services they provide. For example:

fire department: The firefighters help people put out fires in their homes or businesses.

police department: People need the police to protect themselves, their homes and property from criminals.

hospital/clinic: People who are very sick need a hospital for care.

school: Children and teenagers need to learn so they can take care of themselves when they are adults.

Talk about what each service provides community members. Have students make a list of services they notice while walking home from school.

Reading: I LIVE IN ARLINGTON TEXT, Chapter 6, "What Kinds of Goods and Services Do We Need in Arlington?"

See I LIVE IN ARLINGTON WORKBOOK, pages 22-25.

2) Remove a community service from the map. Have students talk about what they will miss. What can they do now that this service is no longer there? **The library is closed. What can we do? People can trade books with each other; some people can write their own books and sell them, etc.**

3) Take students to a nearby library so they can get a county library card. Call the librarian ahead of time to find out what identification the students need to obtain a library card.
Practice completing a form requiring some information.

4) Invite some of these Community Service Personnel to class to talk about their jobs, etc. (police, firefighter, etc.)

See **Activity Sheets: Goods and Services**
What is a Community?
Anytown

CONCEPT #13 (CONTINUED): A COMMUNITY PROVIDES SERVICES FOR ITS MEMBERS

5) Show **ACT VIDEO: #230- EMERGENCY- CALL 911.**(Sample lesson follows this chapter)
ACT VIDEO: OBTAINING HEALTH CARE.

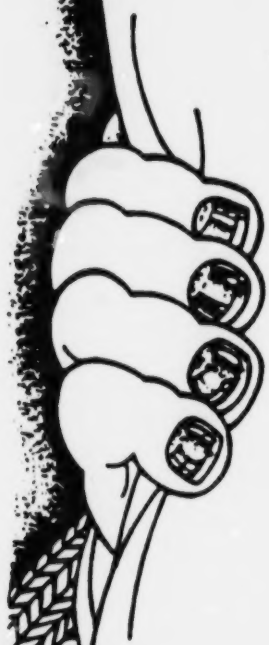
6) See **HERE TO STAY IN THE USA,** pages 37-48 and 97-108, for additional activites.

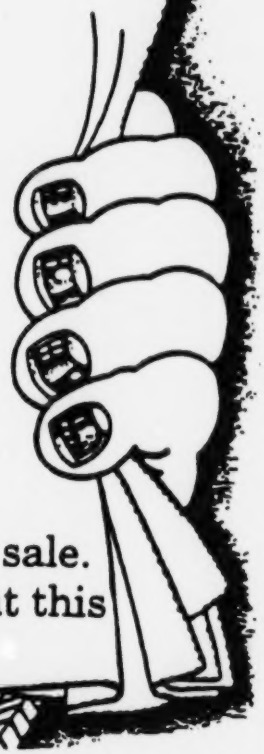
Color in a box for every 5 goods and services you can name.

60				60
55				55
50				50
45				45
40				40
35				35
30				30
25				25
20				20
15				15
10				10
5				5

GOODS SERVICES

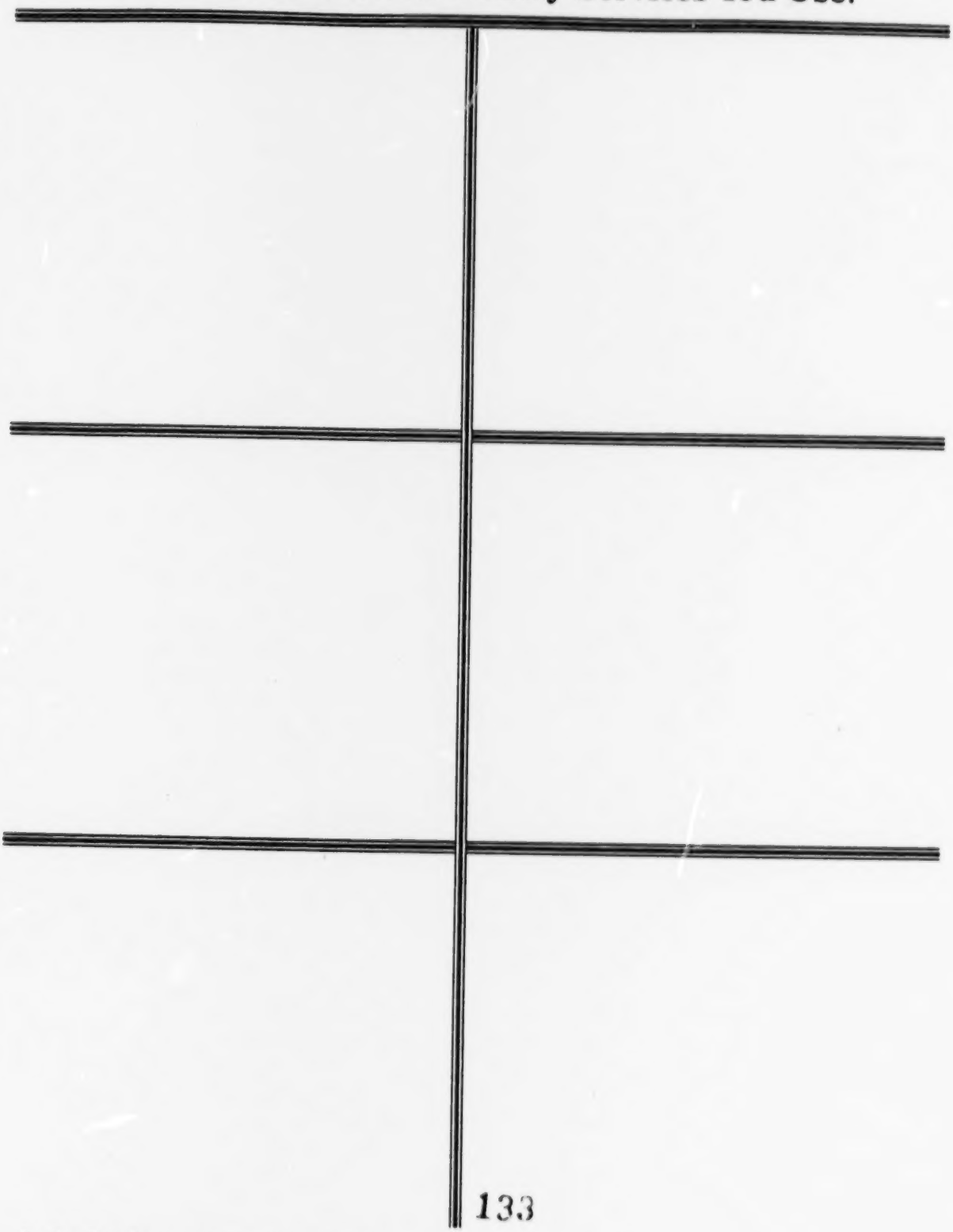
ARLINGTON ★★ NEWS ★★





Your favorite Arlington store is having a sale. Draw something you would like to buy at this store.

Draw Pictures of Six County Services You Use.



133

Unscramble these goods and services.

1. npoamecil

_____

2. srteest

_____

3. mamlian

_____

4. amnirfe

_____

5. cdootr

_____

6. sarpk

_____

7. etahcre

_____

8. ylrrabi

_____

9. reawt

_____

10. ankb

_____

11. hcrcuh

_____

12. mmiswgin oolps

_____

13. ubs

_____

14. tdniset

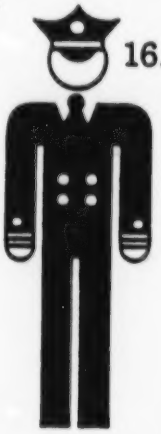
_____

15. kryabe

_____

16. cgreryo ostre

_____



Worksheet 1
FOCUSING

What Is a Community?

Activity A: Inferring and Summarizing

Directions: The picture on Worksheet 2 shows a community named Anytown. Different organizations and services work together to help the people in Anytown live together. Think about each building on the map. Then decide why the people in Anytown need that building and the services that come from it. Write your ideas about each place next to its name on this page. Then answer the question below.

food store: _____

_____

clothing store: _____

_____

fire department: _____

_____

police department: _____

_____

hospital: _____

_____

school: _____

_____

Which building would you add to Anytown? Why? _____

_____

_____

_____

WORKSHEET 2
FOCUSING

Anytown

Activity B: Evaluating and Elaborating

Directions: Imagine that one of the buildings on the map, and the services the people in the building provide, must be moved out of anytown. Which one do you think the people of anytown could live without? Write your answer and the reasons for it on the lines below.

Copyright © Zaner-Bloser, Inc.

EMERGENCY CALL 911

Concept: Dialing 911 for Fire, Police, and Ambulance Emergencies

Designed Primarily for Non-Native English Speakers

To Accompany Arlington Community Television Videotape "Emergency Call 911"

Materials: Videotape, Visuals on Emergencies, Stickers for Telephone

ARLINGTON COMMUNITY TELEVISION
3401 FAIRFAX DRIVE
ARLINGTON, VIRGINIA 22201
703-524-2388

EMERGENCY CALL 911

Concept: Dialing 911 for Fire, Police, and Ambulance Emergencies

I. MOTIVATION

A. Create the Experience

Most students have seen fire, police and ambulance emergencies, either in this country or in their native land. In order to stimulate students' memories, they view visuals on different emergencies (can be a filmstrip or pictures). Students need to have the opportunity to talk about their experiences, their feelings in such a situation, and the inherent dangers in the emergency.

B. Reflect on the Experience

Instructor leads the students in a discussion about the steps taken in their countries in the event of a fire, and what is done or should be done here if a fire occurs. Students also discuss what they feel should be done if they witness a crime or accident.

II. INFORMATION

A. Integrate Reflections Into Concepts

Instructor shows videotape which teaches what can be done in the United States when there is an emergency.

B. Present and Develop Concepts and Theories

Instructor presents and drills the oral and written vocabulary for the different emergencies: fire, police, ambulance, emergency, 911, and address.

III. PRACTICE

A. Practice and Reinforce New Information

Students need time to practice the vocabulary they just learned about emergency situations. They can complete worksheets, practice spelling and pronunciation of new words, and practice their oral and written address.

B. Personalize the Information

To gain "hands-on" experience using the telephone, students can make up dialogues about emergency situations and role play them with the teletrainer. Pictures are used to initiate this activity, but students will depart from these stimuli to create their own scenarios.

IV. APPLICATION

A. Develop a Plan for Applying the New Concepts

Students must apply what they have learned to real-life situations. Each student will prepare a sticker to be placed on his/her telephone at home. On it, the student must write the 911 number, the emergency words, and his/her address. The sticker will be taken home, explained to the family and put on or near the home telephone.

B. Do It and Share With Others

The students will visit a local fire station so they can see where calls are received and hear the voice of the dispatcher. They can view the fire engines and ambulances and in this way, they are bringing their experiences to full circle. The lesson can culminate in a student-designed bulletin board based on what they learned from the trip.

Prepared by Cornelia Wesson

Adapted from The 4MAT System: Teaching to Learning Styles with Right/Left Mode Techniques, by Bernice McCarthy, EXCEL, Inc., Ill., 1980.

CONCEPT #14: A COMMUNITY PROVIDES RECREATIONAL RESOURCES FOR ITS MEMBERS

LANGUAGE STRUCTURES

Verb "can".
SIDE BY SIDE, BOOK 1, Chapter 13.

STUDY SKILLS

Use map to get information.

Interpret information from a film/video.

VOCABULARY

Recreational places: park, pool, library, shopping mall, movies, theater, etc.

CONCEPT #14: A COMMUNITY PROVIDES RECREATIONAL RESOURCES FOR ITS MEMBERS

BUILDING BACKGROUND:

Ask students what they like to do to relax or have fun - go to movies, shop, play soccer in a park. What kinds of things or places did they visit in their countries for fun?

1) Talk about the different places students can go in Arlington and in metro area to have fun: parks,libraries, malls, museums, movies, restaurants, pools, playing fields, etc.

See **SIDE BY SIDE, BOOK I,** Chapter 13 to introduce "can".

2) Use the brochure, " **PLACES TO SEE**" to look at the photographs of important sites that students and their families can visit. The metro map and legend gives students and opportunity to locate these sites and plan how to get there.

3) Develop vocabulary for the kinds of things people do in these places. Why do people go to parks? They can have picnics.
They can play soccer.
They can jog.
They can be outside.

4) Have students use Arlington County Maps to locate some parks, museums, etc. Have students tell which places are near their homes.

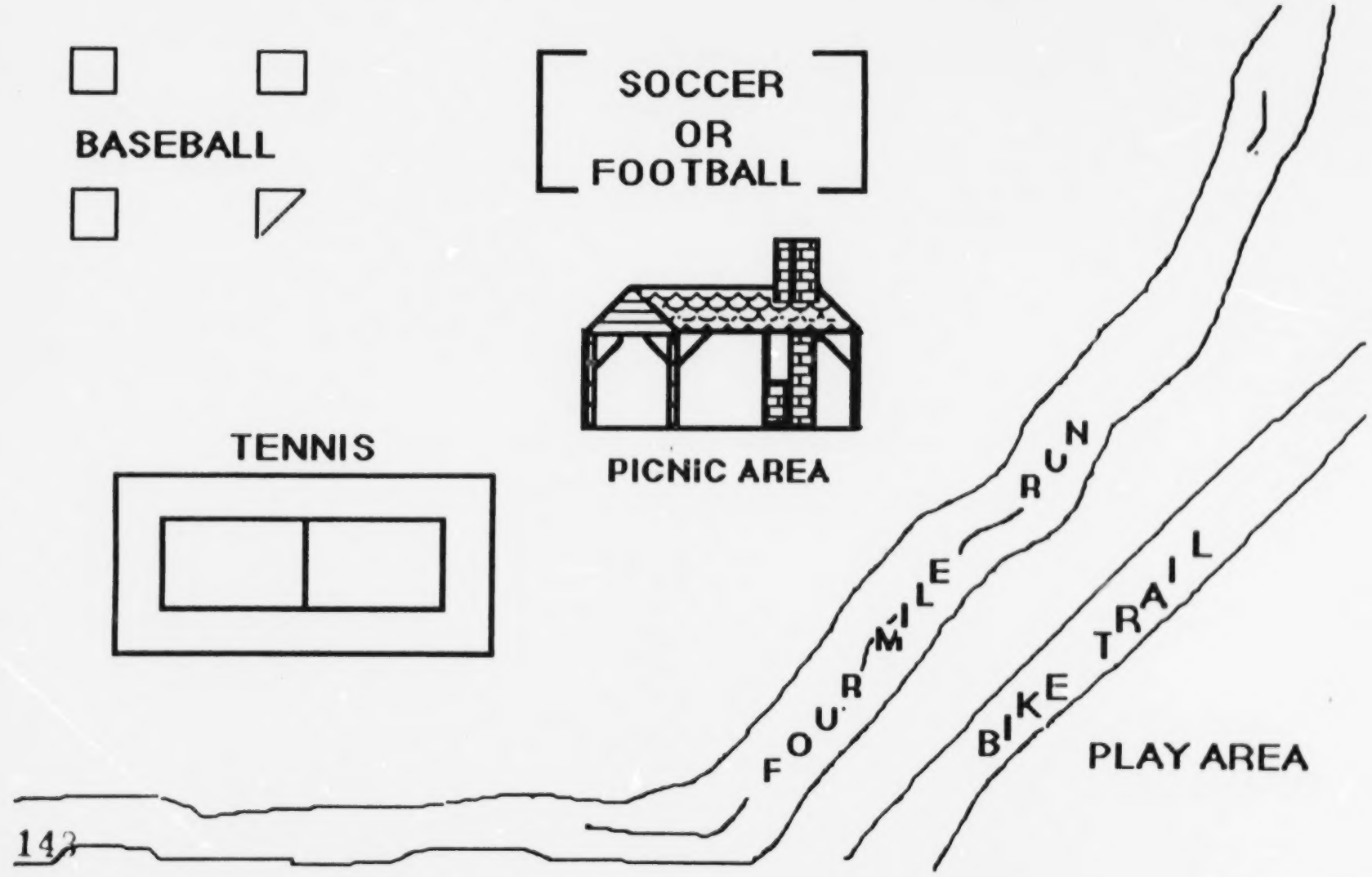
5) Create a classroom list of fun places to visit in Arlington. Perhaps a field trip can be arranged to one of these parks, malls, etc. See **I LIVE IN ARLINGTON WORKBOOK,** 41-45 to plan sites to visit.

6) Discuss rules that people have to obey when they use these recreational resources. For example, if they want to have a party or large picnic in the park, they need a permit. The need to pick up trash in the park after a picnic. Make a list of the resources, then have students think about rules that apply. This can be related to the **Classroom Rules/Consequences.**
Reading: **I LIVE IN ARLINGTON TEXT**, Chapter 9, " Where Do We Play?"

CONCEPT #14 (CONTINUED): A COMMUNITY PROVIDES RECREATIONAL RESOURCES FOR ITS MEMBERS

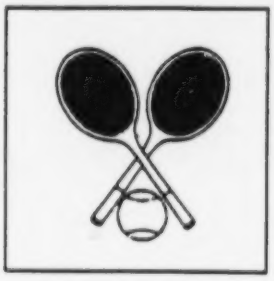
Video VR 1074 : **A BETTER LIFE IN ARLINGTON**. As students watch video, have them illustrate the many different recreational opportunities in Arlington; for example, jogging trails, parks for playing sports, exercise classes, etc. The students will not understand everything spoken on the video, so the teacher might want to stop every so often, and have students tell what they have seen so far. The video also provides a good opportunity for writing a language experience story about what fun things they can do in Arlington.

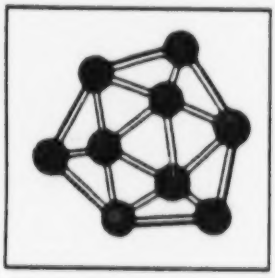
See **I LIVE IN ARLINGTON WORKBOOK**, pages 33, 34.



I Live in Arlington Workbook, page 33
Arlington Public Schools
Social Studies Department

CUT OUTS FOR PARK MAP





DRAW A KITE

DIRECTIONS

DRAW A PICNIC TABLE

1. Cut out the pictures of the park activities.

2. Glue the pictures on your park map.

3. Draw a bridge across Four Mile Run so people can go from the *bike trail* and *play area* to *the picnic area.*

4. Color your map.

ARLINGTON TOUR GUIDE

Now that you have learned about Arlington County, you might like to take your parents to see some of the historical sites in Arlington. This is a list of places you can go with your family and some facts about the historical sites you have studied.

1. *Ball-Sellers House* - 5620 3rd Street, South

   This house was given to the Arlington Historical Society in 1975 by Mrs. Marion Sellers, the last occupant. The oldest portion of the house, now remaining, was built more than 200 years ago - around 1742.

2. *The Dawson-Bailey House* - 2133 North Taft Street
   Dawson Terrace Playground

   This is probably the oldest house in Arlington County and the exact date is unknown.

3. *Wunder's Crossroads* - Northeast corner of Lee Highway and North Glebe Road

   From the middle of the 1800's, the intersection of Lee Highway and Glebe Road was known as Wunder's Crossroads after the family whose farm lay just northeast. Glebe Road was then the way to the falls on the Potomac River.

4. *The Arlington Radio Towers* - South Courthouse Road at the entrance of the Naval Communications Station

Three radio towers were put here in 1913, and the name "radio" was used instead of *"wireless.* The first message was sent across the ocean from here to Paris in 1915. The county set its clocks by Arlington radio time signal and listened to the weather reports. The towers were dismantled in 1941; however, the original buildings can best be seen from Washington Blvd. (Near the intersection of Columbia Pike.

5. *Seagmuller House* - 5115 Little Falls Road
(Now the Kights of Columbus Hall)

Home of George N. Seagmuller. He completed mansion in 1903. The stone tower is a replica of a tower in the walls of Nuremberg, Germany.

6. *Mary Carlin House* - 5512 North Carlin Springs Road

The log house built about 1800 is still part of this house. It is one of the earliest buildings still in Arlington.

7. *Arlington House* - Arlington National Cemetery

The mansion was built by George Washington Parke Custis and later the home of Robert E. Lee and his family. It was called Arlington House, and in 1920 the name was given to the county. The Arlington House has become a landmark and symbol of Arlington County.

8. *Carlin Springs* - Glencarlyn Park
(Approach from 2nd Street South and South Jefferson Street entrance)

In 1872 John Carlin ran a resort here which could be reached by train from Washington and Alexandria. There were two springs, an ice cream parlor, a dance pavillion, a restaurant, and a swimming hole. In 1887 the property was sold, and homes were built in Glencarlyn but the area still remains a park.

9. *Ball's Crossroads* - Southeast Corner of Glebe Road and Wilson Boulevard

This was the crossing of two main roads since 1740. One went from Pimmit Run to Alexandria. The other from the river to Falls Church. This intersection became known as Ball's Crossroads when Ball's Tavern was established in the early 1800's at this corner.

10. *Walker Chapel* - 4102 North Glebe Road

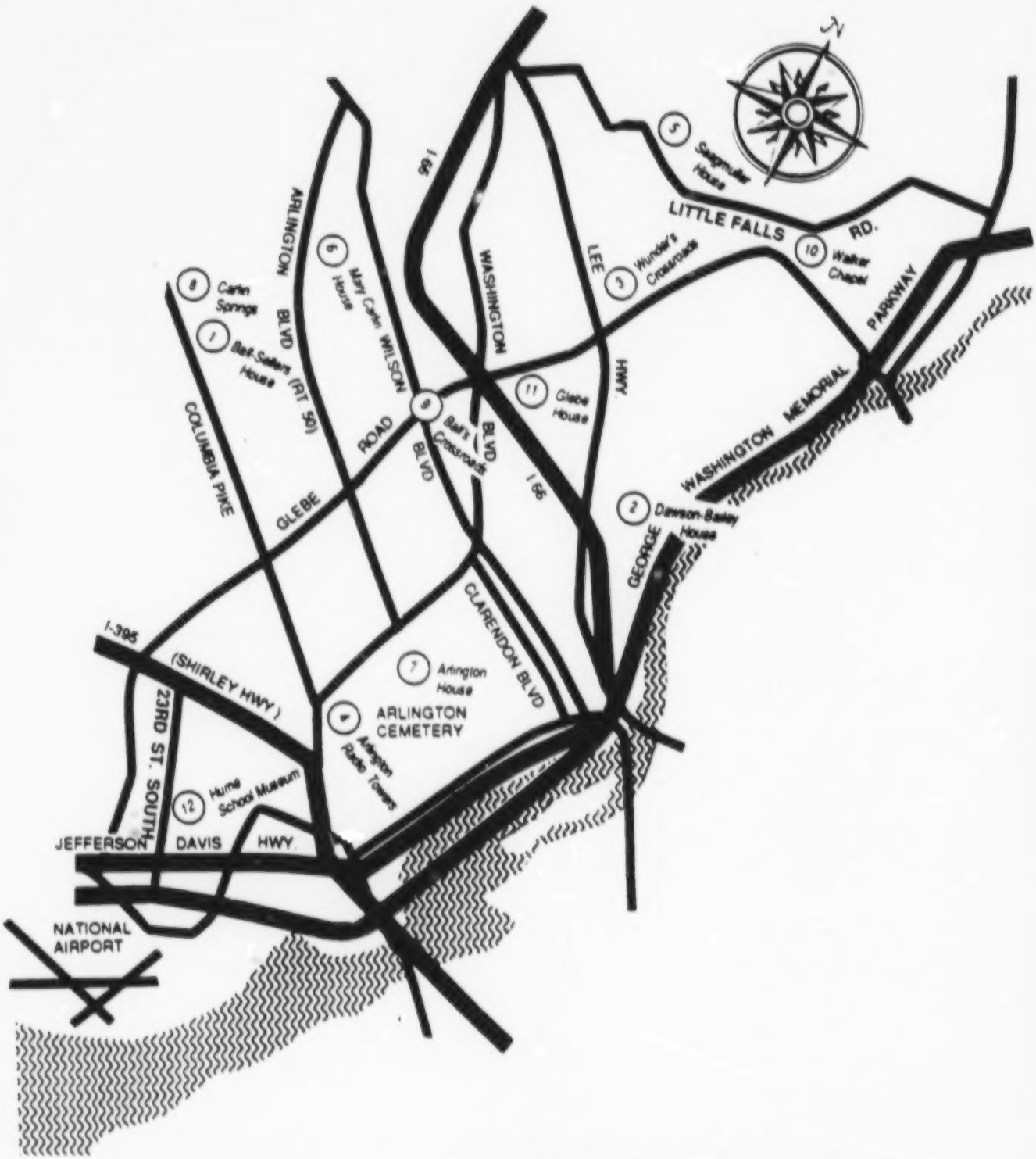
Walker Chapel was opened on July 18, 1876. It was named for the Walker Family who donated the Walker Grave Yard as a site for the church. Old tombstones can be seen dating back to 1848. The present building was built in 1959.

11. *The Glebe of Fairfax Parish (Glebe House)* -
4527 17th Street, North

This was a 500 acre farm used by the rector of the Falls Church and Christ Church, Alexandria. It has an interesting octagon wing with a large eagle on top which was added in 1850. Many well known people have occupied this historic house.

12. *Arlington Historical Museum (Hume School)*
1805 South Arlington Ridge Road
Hours: Friday and Saturday 11 A.M. to 3 P.M.
Sunday 2 to 5 P.M.

The Hume School was built in 1891 and is the oldest school building remaining in Arlington County. This is the home of the Arlington Historical Society and the only museum collection on local history of Arlington County.



ARLINGTON TOUR GUIDE

eral and Mrs. Robert E. Lee. It is
as the original 1,000 acres were pu
Arlington House is considered t
Revival building in the Capital
the hill to the gravesites of Pres
and his brother Robert F. Kenn
most interesting afternoon in th
Arlington Cemetery.

Back to the Blue Line Metro st
National Airport, with your dep
City stop. There you find 10 bloc
and fine places to eat. The turn
"Crystal Undergreund" shoppin
citing, relaxing time for the happ
you may return directly to your h
the Blue Line to Rosslyn or your

DAY TWO

Ford's Theatre/FBI/Arch
Natural History Musuem

Take the Metro "magic carpet
Center, the stop for all of downtc
your day by walking over to Forc
between F & E Streets. This thea
was here that President Abraha
nated on Good Friday, April 1
lovingly restored to exactly the w
evening. . .even the presidentia
ing. Be sure to stay for the exc
event given by members of the
who have chosen to become Li
finished here, walk across the st
Lincoln Died," the home whe
carried that night.

Your next stop is just diagona
J. Edgar Hoover FBI Building.
you a tour you'll never forget. Y
every type than you knew exis
blood, hair and clothing are anal
other aspects of the work of the I
until they give you an example
The highlight of your FBI visi

There are many good places t
ing. So get your lunch before co
and the Natural History Museu
Building is just down the stree
here need not take long; but it is
where you see the original Decla
the Constitution and the Bill o
Washington should fail to incl

151

PLACES TO SEE

1. Arlington House, The Robert E. Lee Memorial
2. Arlington National Cemetery
3. Bureau of Engraving and Printing
4. Corcoran Art Gallery
5. Fort Myer Army Post
6. Hirshorn Museum
7. Jefferson Memorial
8. John F. Kennedy Center for the Performing Art
9. Kennedy Gravesites
10. Library of Congress
11. Lincoln Memorial
12. Lyndon B. Johnson Memorial Grove
13. Museum of American History
14. National Air and Space Museum
15. National Archives
16. National Gallery of Art
17. National Gallery of Art, East Wing
18. Natural History Museum
19. Navy and Marine Memorial
20. Netherlands Carillon
21. Pentagon
22. Theodore Roosevelt Memorial
23. Smithsonian Arts and Industries Building
24. Supreme Court
25. Tomb of the Unknown Soldier
26. Union Station
27. U.S. Capitol
28. U.S. Marine Corps War Memorial "Iwo Jima"
29. Vietnam War Memorial
30. Washington Monument
31. Washington ...

ROSSLYN
THEODORE ROOSEVELT ISLAND
FOGGY BOTTOM
FARRAGUT WEST
FARRAGUT NORTH
McPHERSON SQUARE
METRO CENTER
GALLERY PLACE
UNION STATION
FEDERAL TRIANGLE
ARCHIVES
WEST POTOMAL PARK
THE MALL
SMITHSONIAN
ARLINGTON CEMETERY
POTOMAC
TIDAL BASIN
ARLINGTON NATIONAL CEMETERY
FORT MYER
INDEPENDENCE AVENUE
FEDERAL CENTER SOUTH
CAPITOL SOUTH
L'ENFANT PLAZA
EAST POTOMAL PARK
WASHINGTON CHANNEL
PENTAGON
PENTAGON CITY
CRYSTAL CITY
Arlington Visitor Center
NATIONAL AIRPORT
RIVER
ANACOSTIA
153
154

CONCEPT #15: ARLINGTON'S COMMUNITY MEMBERS COME FROM MANY DIFFERENT PLACES

LANGUAGE STRUCTURES

Nationalities
SIDE BY SIDE, BOOK I, Chapters 9 and 10.

STUDY SKILLS

Interpret information from a table, graph.

VOCABULARY

Review of vocabulary introduced so far in unit.

CONCEPT #15 : ARLINGTON'S COMMUNITY MEMBERS COME FROM MANY DIFFERENT PLACES

(A follow-up to prior concept "Community (Classroom) members come from many different places.)

1) Ask students why their families decided to live in Arlington? Responses will probably include things like **"my aunt lives here; my father could get a job here; the HILT Program is great for learning English, etc."** Re-locate on map/globe the students' native countries.

2) Talk about the cultural diversity in this community. Review the different nationalities.

Contact ESOL/HILT for a copy of the **Language Survey of Limited English Proficient Students in Arlington Public Schools.** (The survey compiles the languages spoken and the countries the students come form.)

3) Discuss what is special about living in a culturally diverse commmunity? What makes Arlington special? Answers can include the many ethnic restaurants, chance to hear different languages, many different kinds of food stores, festivals, etc. Find examples of these kinds of diversities in Arlington; for example, a menu from ethnic restaurant, a foreign language paper, an ethnic food store or variety store, etc. These can be used to construct a bulletin board about the people who live and work in Arlington.

4) Have students think about their friends who come from different places. What do they learn from each friend?

Juan is my friend. He comes from Bolivia. We play soccer together. Thuy is my friend. She is from Vietnam. She teaches me Vietnamese.

5) Try to gather a list of organizations and other groups that provide native language support for people from other countries. For example, Spanish Radio Stations, Foreign Language Newspapers, etc.

Reading: <u>I LIVE IN ARLINGTON TEXT,</u> Chapter 4, "Who Are The People Of Arlington?"

See <u>SIDE BY SIDE, BOOK I,</u> Chapters 9 and 10 to reinforce ethnic foods,and the kinds of things people do every day.

CONCEPT #16: A COMMUNITY HAS RULES AND A GOVERNMENT FOR THE PEOPLE WHO LIVE THERE

LANGUAGE STRUCTURES

Review of language structures studied so far.

STUDY SKILLS

Gather and interpret information.

VOCABULARY

Tax, driver's license, rent, mortgage, vote, election, rule, law.

CONCEPT #16: A COMMUNITY HAS RULES AND A GOVERNMENT FOR THE PEOPLE WHO LIVE THERE

BUILDING BACKGROUND:

Review with students the classroom rules. Why do we have these rules?

1) Review other places that have rules- their families, schools, sports.

2) Have a walking tour in school neighborhood to locate and observe community signs, such as traffic, directional, business, etc. Have students copy down all the signs they see. When they return to classroom, categorize signs. Which ones are rules that we have to follow?

3) Generate a list of rules that people who live in Arlington have to obey? pay taxes, pay rent, have drivers' license, etc.

4) What are taxes? Why do we have to pay taxes? Why do we have a driver's license? This may be an appropriate time to discuss procedures for applying for a driver's license, working with a resource person from the Division of Motor Vehicles, etc.

5) Who makes the rules in Arlington? Talk about the County Board and government in Arlington. Find the names of County Board members. Discuss how these County Board members are elected by the citizens of Arlington. What are some of the decisions that the county government makes about Arlington? (rules for schools, fire, police, health and safety.)
See **ACTIVITY SHEET: ORGANIZATION CHART -ARLINGTON COUNTY.**

6) Students can interview Arlington residents to find out the following:
a) Find out two elected jobs in Arlington.
b) Who has these jobs?
c) Name one thing that the local government does for new arrivals in Arlington?
d) Who can vote for these elected officials?

Reading: **I LIVE IN ARLINGTON TEXT**, Chapter 10, "Who Governs Our Community?"
I LIVE IN ARLINGTON WORKBOOK, page 36.

7) What happens when people disobey the rules of a community?
Find out about the County Jail; sample fines for certain offenses; court cases. Bring in a local Arlington newspaper to find examples of local government issues.

CONCEPT #16 (CONTINUED): A COMMUNITY HAS RULES AND A GOVERNMENT FOR THE PEOPLE WHO LIVE THERE

8) Plan a tour of the Court House. This is a good opportunity for students to see all the different local government agencies.

9) See HERE TO STAY IN THE USA, pages 121-128, for additional activities.

10) Have students think about ideas for new laws in their community. Teacher can make a web of the generated suggestions and then decide upon one for further discussion. Students can think of advantages and disadvantages about this issue and then make a decision whether or not it should become a local law.
See **Activity Sheets: Voting for Issues**
My Reporter's Notebook

11) This would be a good time to review the steps for becoming a citizen. See **Activity Sheets: Becoming a Citizen**
Oath

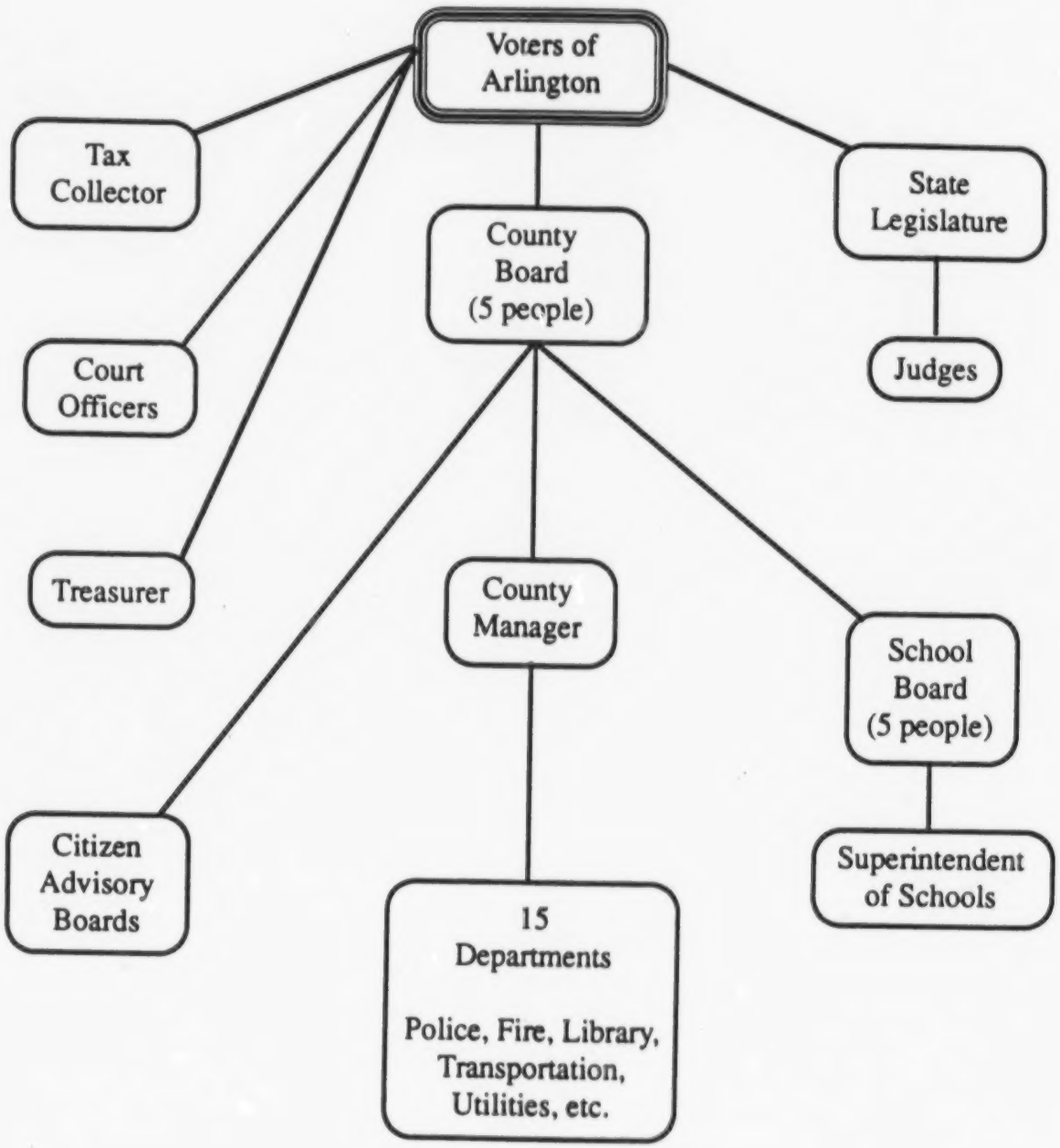
12) Invite a recently naturalized citizen to speak to the class about the citizenship process. This person can talk about how long he/she studied to become a citizen; a more detailed account of the ceremony; and feeling/reactions to becoming a citizen. List the steps in the citizenship process.

13) Students can learn more about voting and the responsibilities of voting.
See **Activity Sheets: The Right to Vote**
The Responsibility to Vote
My Reporter's Notebook - Candidate Interview
My Reporter's Notebook - Political Cartoon

14) Hold a class election or review the election process for school officers.

15) How do people get to vote in Arlington, Virginia. Discuss local and federal elections.

ORGANIZATION CHART
ARLINGTON COUNTY, VIRGINIA



WHO CAN HELP YOU?

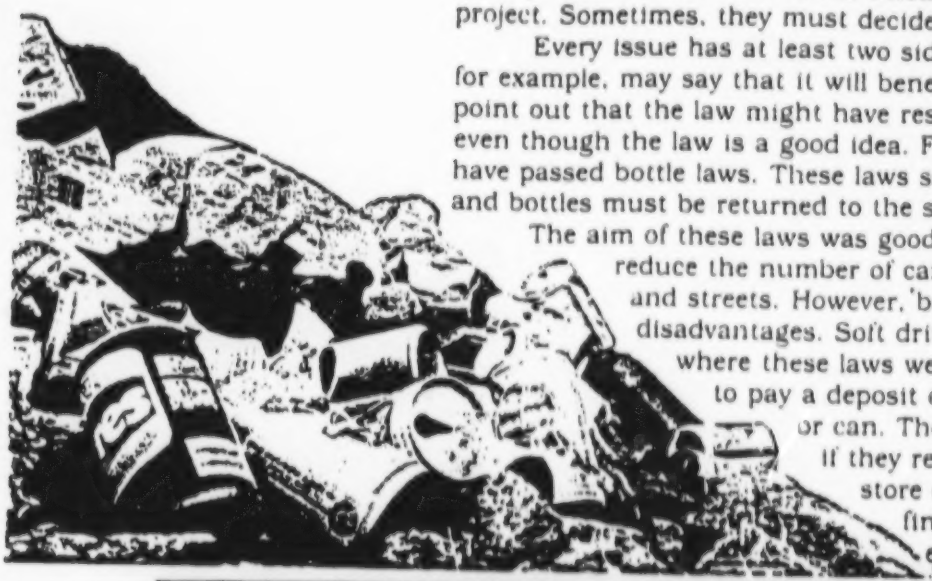
Directions: Draw a line from the box on the left to the place you can get help with your problem on the right.

You have lost your dog. Who could you call?	Fire Department
Your Dad needs a county sticker for his car. Who does he pay?	Police Department
Your neighbor's house has smoke coming out the windows. Who do you call?	Library Department
Your electricity goes off. Who could you call?	Treasurer
You want to borrow some books to read. Where can you go?	Office of Consumer Affairs
Your Mom has a new dryer. It does not work and the store won't fix it. Who should you call?	Utilities Department

VOTING FOR ISSUES

We usually think of voting for people when we think of an election. There are also elections about issues. An **issue** is an idea or a problem that is being disputed. Sometimes, the issue is money, and voters must decide whether to spend money on a project. Sometimes, they must decide whether to change a law.

Every issue has at least two sides. Supporters of a new law, for example, may say that it will benefit everyone. Opponents will point out that the law might have results that we do not like—even though the law is a good idea. For example, some states have passed bottle laws. These laws say that certain kinds of cans and bottles must be returned to the stores.



The aim of these laws was good. They were passed to reduce the number of cans littering parks, beaches, and streets. However, bottle laws have some disadvantages. Soft drinks cost more in states where these laws were passed. Customers have to pay a deposit of 5¢ or more on each bottle or can. They get the money back only if they return the bottle or can. Also, store owners have the problem of finding room to keep all the empty bottles and cans that are returned.

People in many states have voted for bottle laws. Even though these laws help stop littering, store owners have to handle all the bottle returns.

When people vote on an issue, they must decide which is more important to them—the benefits or the disadvantages. Often, many good ideas such as improving health or safety will cost money.

Think about what would happen if people voted YES for each of the following issues. Write one benefit and one disadvantage for each.

1. Should we spend more money for our parks?

   Benefit: _____

   Disadvantage: _____

2. Should schools stay open through the summer?

   Benefit: _____

   Disadvantage: _____

Source: Elections in the United States
Schoolhouse Press

My Reporter's Notebook

Every local community could be improved in some way. For example, more street lights could be set up on shopping streets. Parks and schoolyards could be fixed up. A swimming pool could be built or repaired.

Think of one idea you would like people in your community to vote YES for. Put your idea into a question that can be answered yes or no. It could begin "Should our community . . . " (For example, "Should our community build a new sports arena?") Write your idea as simply and clearly as possible in the space below.

_____

_____

_____

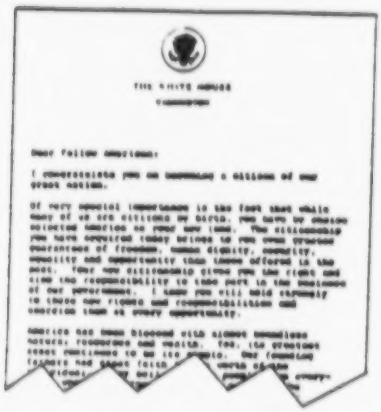
_____

_____

Now make a design for a poster that you can put up to convince people to vote for your idea. Show only good results in your poster.

Source: Elections in the United States
Schoolhouse Press

163



BECOMING A CITIZEN

Our country has often been called a nation of **immigrants.** Immigrants are people who were not born in this country but came here to live. Throughout our history, millions of immigrants have come to the United States. Most immigrants want to become citizens. Today, the United States makes it easier for immigrants to become citizens than any other country. A few immigrants do not want to become citizens. But if their children are born here, the children are United States citizens.

1. Why do you think the United States makes it easy for immigrants to become citizens? _____

_____

2. How do you think new citizens can help the United States? _____

_____

To become a United States citizen, an immigrant must meet certain rules.

RULES FOR CITIZENSHIP

AGE: A person must be at least 18 years old.

LENGTH OF STAY: A person must have lived in the United States legally for at least 5 years before applying. Someone who is married to a United States citizen has to live here only 3 years before applying for citizenship.

LANGUAGE: A person must be able to read, write, and speak some English. People over 50 who have lived in the United States for at least 20 years do not have to read, write, and speak English.

GOOD CHARACTER: A person must have a good moral character and care about what is good for the United States.

KNOWLEDGE OF THE UNITED STATES: A person must show some knowledge of our history and government in a short written and oral test.

WITNESSES: Two United States citizens who know the person must swear that the person meets the requirements.

Pick one rule for becoming a citizen and tell why you think it is important.

RULE: _____

_____

I think it is important because _____

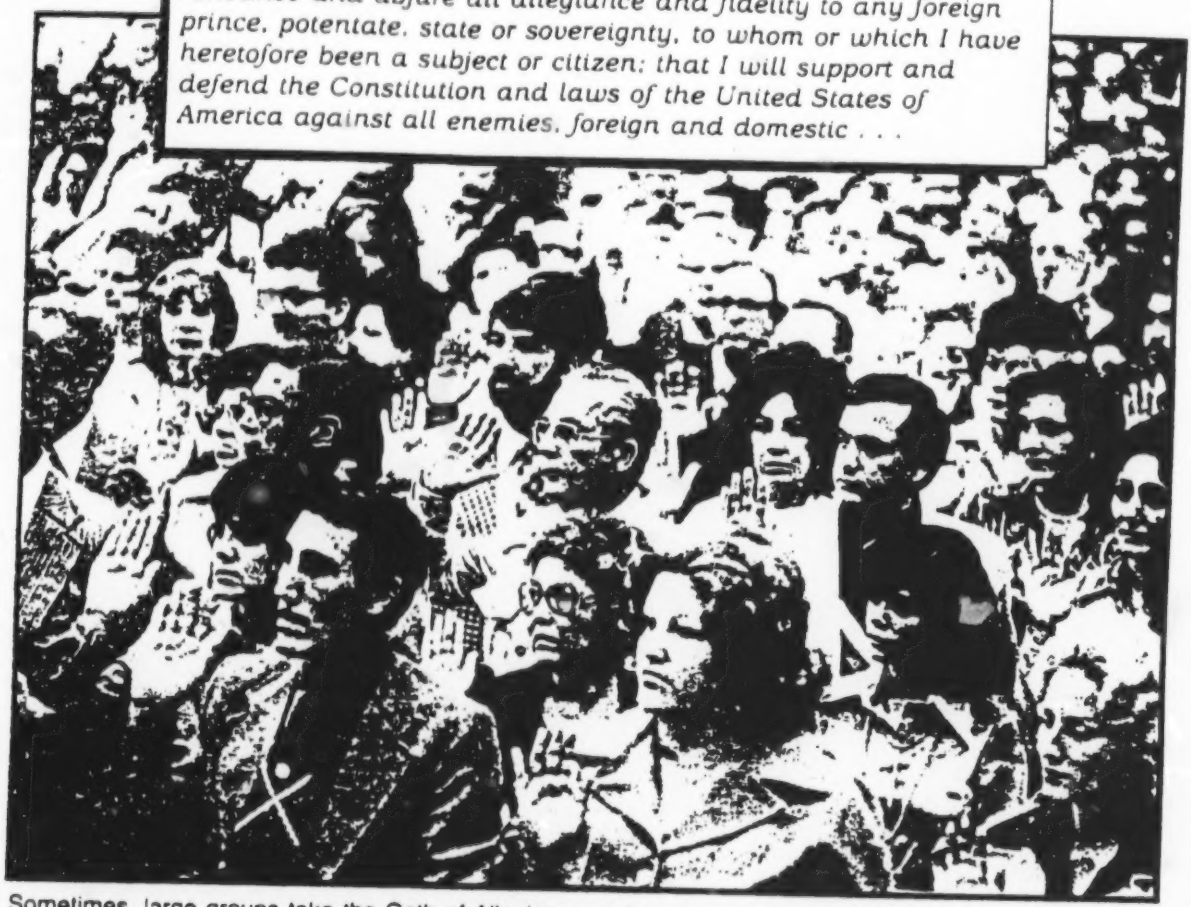
_____

Source: Elections in the United States

Oath

After applying for citizenship, a person must wait for 30 days. Then the citizen-to-be takes the Oath of Allegiance to the United States. Part of this oath is written below. Look up the hard words in a dictionary before you answer the questions.

I hereby declare, on oath, that I absolutely and entirely renounce and abjure all allegiance and fidelity to any foreign prince, potentate, state or sovereignty, to whom or which I have heretofore been a subject or citizen; that I will support and defend the Constitution and laws of the United States of America against all enemies, foreign and domestic . . .



Sometimes, large groups take the Oath of Allegiance and become citizens together. At other times, a new citizen may take the oath alone in front of a government official.

1. What words in the Oath of Allegiance say that the new citizen gives up loyalty to any other ruler or government? _____

_____

_____

_____

2. What words say that the new citizen will be true to the United States' laws? _____

_____

_____

Source: Elections in the United States
Schoolhouse Press

The Voters

THE RIGHT TO VOTE

Under our democratic system, voting is the right of every citizen who is 18 or older. It is also a responsibility. By voting, we take part in our government and show that we care about our country. When we vote, we let our elected leaders know that they must make decisions that are good for the voters. Otherwise, they won't be reelected.

As you have read, voters must meet certain requirements. They must live in the area where they vote. They must be citizens, and they must be at least 18 years old by Election Day.

People in the armed services can vote even if they are far from home. Some military bases have special places and times for voting. Members of the armed services can also get absentee ballots that they fill out and mail to their home states.

1. Why do you think a voter must live in the area where he or she is voting? _____

_____

2. Why do you think a voter must be a citizen of this country? _____

_____

3. Why do you think the law requires voters to be at least 18 years old? _____

_____

Source: Elections in the United States: Schoolhouse Press

THE RESPONSIBILITY TO VOTE

In 1776, Americans declared their independence from Great Britain. They did so in part because they wanted the right to choose the people who would make laws for them. Ever since then, Americans have worked to protect this right. When we vote today, we are still working to keep this right.

Think about the sign here that says "Bad officials are elected by good citizens who don't vote." What does it mean?

Our elected officials must pay attention to the voters. They cannot stay in office without the support of voters. But although many citizens do vote, many others do not. Nonvoters give all kinds of reasons for not voting. Some say that they do not know the candidates well enough. Some say that they don't like any of the candidates so they won't vote for any. Others say that they know who will win anyway, so why should they bother voting. Still others say they are too busy or too tired to vote.

Yet every vote in an election does count. Sometimes, a candidate wins by only a few votes. What would have happened if a few of the citizens who stayed home had gone to vote? Maybe the other candidate would have won. Even if your candidate looks like he or she might lose, your vote helps to narrow the gap—and that makes a difference.

1. What do you think could happen to a democratic country if its citizens did not vote?

_____

2. Why is it important to vote even if you are sure that a candidate will win? _____

_____

3. What do you think voters should do if they don't really like any of the candidates? ___

_____

Source: Elections in the United States
Schoolhouse Press

My Reporter's Notebook

Imagine that you are a reporter who is going to interview a candidate for office. Pick someone who is a new candidate or who holds an elected office and is running again. (Your mayor or governor may be a good choice).

Before an interview, a reporter tries to learn something about the person to be interviewed. The reporter also makes a list of questions to ask. To prepare for your interview, complete the questions below.

1. Who are you going to interview? _____

2. What office is he or she seeking? _____

3. Write two questions you would want to ask the candidate about his or her background or experience.

   a. _____

   b. _____

4. Think of an issue that is important to you. Write one or more questions you could ask the candidate about this issue. _____

   _____

5. Think of an issue that is important to other people in your community. Write one or more questions you could ask the candidate about this issue. _____

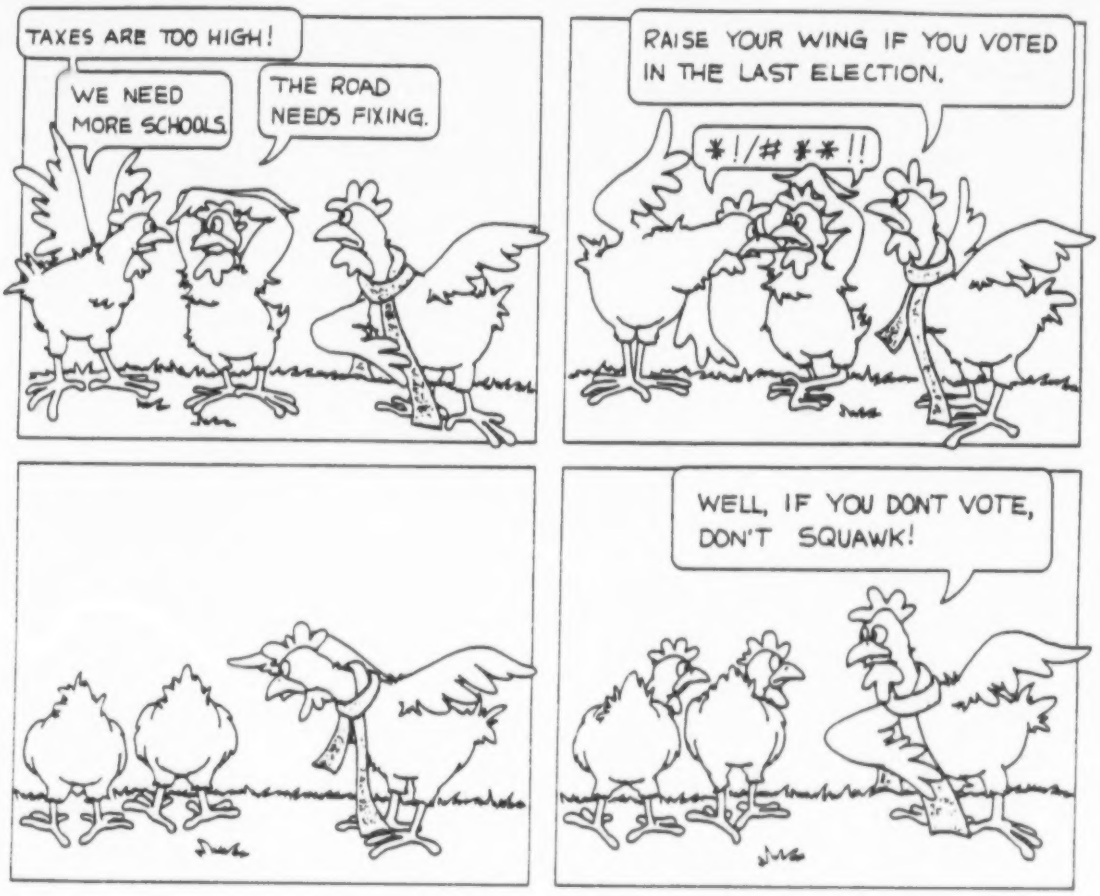
   _____

Source: Elections in the United States: Schoolhouse Press

My Reporter's Notebook

Cartoons are made to entertain people, but often they carry a message. **Political cartoons** always carry a message. The cartoonist is saying something about politics in an amusing way. But you have to understand the message to see what is funny about a political cartoon.

Study the cartoon below. Then answer these questions.


TAXES ARE TOO HIGH!
WE NEED MORE SCHOOLS
THE ROAD NEEDS FIXING.
RAISE YOUR WING IF YOU VOTED IN THE LAST ELECTION.
*!/#**!!
WELL, IF YOU DON'T VOTE, DON'T SQUAWK!

1. What do you think is the message of the cartoon? _____

_____

_____

2. Do you agree with the message? _____ Why or why not? _____

_____

_____

_____

Source: Elections in the United States: Schoolhouse Press

CONCEPT #17: EVERYBODY NEEDS TO HELP TAKE CARE OF OUR COMMUNITY

LANGUAGE STRUCTURES

Introduce commands: Don't litter.
Use a trash can. etc.

STUDY SKILLS

VOCABULARY

Environment, trash, protect, repair,fix, improve, recycle, litter, garbage.

Developed by ESOL/HILT
Arlington Public Schools

CONCEPT #17: EVERYBODY NEEDS TO HELP TAKE CARE OF OUR COMMUNITY

BUILDING BACKGROUND:

Take students outdoors and have then look around . What do they see? Houses, trees, grass, buildings, roads, open spaces, sidewalks, etc. How can we protect what we have? See if students can find examples of protecting these things; for examples, garbage cans, repairing streets, improving buildings, no littering signs, etc.

1) What kinds of things should we do to protect Arlington?
Don't drop trash, don't burn things outdoors, control noise, etc. Discuss why we should do these things.

2) Ask students what they do now to keep their schools and home clean and beautiful? Make lists and discuss responses.

3) Ask students what they can do to make Arlington a cleaner and more beautiful community. (Recycle cans, paper, don't waste food, etc.) Find out about trash collections and recycling. Have students illustrate what they promise to do for Arlington.

4) Contact ESOL/HILT office for elementary guide: **OUR EARTH: TREASURE IT OR TRASH IT.** This guide can provide additional activities for this concept.

5) See **I LIVE IN ARLINGTON TEXT, CHAPTER 5 "WHAT'S IN OUR FUTURE?"** for additional reading.

CULMINATING ACTIVITIES

1)**WELCOME TO ARLINGTON POSTER OR COLLAGE:**

Try to link the major concepts about Arlington covered in this unit.

- **The classroom is a community.**
- **Rules help communities (the classroom) to function better.**
- **Community members come from many different countries.**
- **All countries have natural land and water features.**
- **The family is another kind of community.**
- **The students in a school make up a school community.**
- **Communities share many similarities and differences-land and water features.**
- **People in a community live in different types of houses.**
- **Communities share other similarities and differences - climate, food and clothing.**
- **Maps help people get around a community.**
- **Transportation helps people in a community get around.**
- **A community provides jobs for its members.**
- **A community provides recreational resources for its members.**
- **A community provides services - fire, health, police, schools, housing, libraries, for its members.**
- **A community has rules and a government for the people who live there.**
- **We have to take care of our community.**

Have students design a collage or poster that illustrates things they have learned about their community. Review major ideas about each concept and this can help them find pictures, illustrations that relate to the new information they have learned.

2) Have students write a booklet about Arlington for new students.. Each page can target another concept or topic they have studied. Students can write a paragraph about each topic and illustrate. These topics can be kept together throughout the course and put together at the end of the unit.

3) The teacher can videotape the students throughout the unit as they walk around different parts of the community. This video can be put together as a summary of the different places they visited and what was special about them. The video can target everyday places such as school, area surrounding the school, neighborhood stores, parks, etc. Have students write the script for this video.

4) Use the **ARLINGTON COUNTY, VIRIGINIA PROFILE** pamphlet as a summary of what the students have learned about their community. The pamphlet includes a reading about Arlington, maps, graphs, charts and information regarding the population, transportation, housing and recreational opportunities. Have students scan for and underline pertinent important information.

SUPPLEMENTARY GEOGRAPHY SECTION

Additional reading selections and follow-up activities can be incorporated into this curriculum to strengthen students' geography and map skills. There are readings on different geographical regions of the United States. Once again, this should be a reinforcement of the geography, map and study skills that students have already learned using this curriculum.